

TRANSILVANIA UNIVERSITY OF BRAȘOV
Faculty of Sociology and Communication

COURSE SYLLABI

Undergraduate (BA) study programme
Digital Media (in English)

Class of 2025-2028

List of mandatory and optional course descriptions
from the curriculum of the Digital Media (English) study programme
for the class of 2025-2028

No.	Course	Course and seminar convenor
ANUL 1		
1	Fundamentals of Communication	Associate Professor V. Briciu and R. Shields, Ph.D.
2	Communication in Digital Media	Prof. D. Nicula, Ph.D.
3	Introduction to Public Relations	Associate Professor A. Briciu and Lecturer V. Bătrânu-Pințea, Ph.D.
4	Ethics, Academic Integrity and Professional Deontology	Lecturer F. Stroe, Ph.D.
5	Introduction to Advertising	Assoc. Prof. A. Coman, Ph.D. and Lecturer V. Bătrânu-Pințea, Ph.D.
6	Academic writing	Lecturer C. Bularca, Ph.D.
7	French 1	Lecturer I. Cora, Ph.D.
8	Spanish 1	Lecturer R. Alexe , Ph.D.
9	Physical Education and Sports 1	Lecturer Șt. Alecu, Ph.D.
10	Visual Culture	R. Shields, Ph.D.
11	Psychology of the Digital Media User	Assoc. Prof A. Coman, Ph.D.
12	Critical Thinking	Assoc. Prof. M. Burlacu, Ph.D.
13	Marketing	Prof. F. Nechita, Ph.D. and M. Manic, Ph.D.
14	Information Literacy	Prof. A. Repanovici, Ph.D. and Lecturer C. Bularca, Ph.D.
15	Writing Techniques for Digital Media	R. Shields, Ph.D. and Iuliana Barbu, PhD Student
16	French 2	Lecturer I. Cora, Ph.D.
17	Spanish 2	Lecturer R. Alexe, Ph.D.
18	Physical Education and Sports 1	Lecturer Șt. Alecu, Ph.D.
ANUL 2		
19	Digital Media Production I	Assoc. Prof. V. Popescu, Ph.D. and N. Amariei, PhD Student
20	Introduction to the Mass Media System	Lecturer C. Bularca, Ph.D. and R.Shields, Ph.D.
21	Research Methodology in Communication Studies	Assistant Professor M. Panaite, Ph.D.
22	Media and Society	Assoc. Prof.A. Briciu, Ph.D. and I. Barbu, PhD Student
23	French 3	Lecturer I. Cora, Ph.D.
24	Spanish 3	Lecturer R. Alexe, Ph.D.
25	Physical Education and Sports 3	Lecturer Șt. Alecu, Ph.D.,
26	Social Media	Assoc. Prof.A. Briciu , Ph.D.and M. Crăiuț, PhD Student
27	Graphic Design	L. Ghinea
28	Mobile Communication	Lecturer C. Postelnicu, Ph.D.
29	Specialized Practice 04	Assoc. Prof.A. Briciu, Ph.D.

No.	Course	Course and seminar convenor
30	French 4	Lecturer I. Cora, Ph.D.
31	Spanish 4	Lecturer R. Alexe, Ph.D.
32	Physical Education and Sports 4	Lecturer Șt. Alecu, Ph.D.
33	Digital document archiving systems	Prof. A. Repanovici, Ph.D.
34	Analysis of Digital Worlds	Assoc. Prof. M. Burlacu, Ph.D.
35	Search Engine Optimization and Marketing (SEO and SEM)	Prof. M. Duguleană, Ph.D.
36	Online Information Security	Assoc. Prof.M. Alexandru, Ph.D.
37	Public Relations Campaigns	Assoc. Prof. V. Briciu , Ph.D.and Lecturer V. Bătrânu-Pințea, Ph.D.
38	Social Communication	R. Oprica, Ph.D.
39	Musical Illustration	Prof. M. Rucsanda, Ph.D.
40	Digital Photography	I. Trif
41	Animation and visual effects	I. Trif
ANUL 3		
42	Digital Media Production II	Assistant Professor M. Panaite, Ph.D. and I. Barbu, PhD Student
43	Communication and Organizational Behavior	Assoc. Prof. H. Moașa , Ph.D.and R. Perez, PhD Student
44	Fake News	C. Dalban, Ph.D. and Lecturer V. Bătrânu-Pințea, Ph.D.
45	Applications of Artificial Intelligence in Digital Media	Assoc. Prof. A. Briciu, Ph.D. and A. Bucs, PhD Student
46	Web-design	Assoc. Prof. V. Popescu, Ph.D. and N. Amariei, PhD Student
47	Digital printing systems	Assoc. Prof. H. Moașa, Ph.D.
48	Digital branding	Prof. F. Nechita, Ph.D. and R. Coman
49	Bachelor's Thesis Writing	Assoc. Prof. A. Briciu, Ph.D.
50	Storytelling in Digital Media	Assistant Professor M. Panaite, Ph.D.
51	Humor in Digital Media	Assoc. Prof. S. Măda, Ph.D.
52	Social Reportage (Video)	Assoc. Prof. A. Briciu, Ph.D. and Assistant Professor M. Panaite, Ph.D.
53	Gender and the Mass Media	Assoc. Prof. A. Coman, Ph.D.
54	Virtual Reality	Assoc. Prof. A. Briciu, Ph.D.
55	Audio Processing	Assoc. Prof. V. Popescu, Ph.D.
56	Digital Anthropology	Assoc. Prof. M. Burlacu, Ph.D.
57	Data Visualization	F. Lupșa-Tătaru, Ph.D.
58	Intellectual Property Protection	Assoc. Prof. A.M. Bolborici, Ph.D.
59	Online Public Relations	Assoc. Prof.V. Briciu, Ph.D. and Lecturer V. Bătrânu-Pințea, Ph.D.

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Fundamentals of Communication							
2.2 Course convenor	Associate Professor Victor BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Mona-Roxana SHIELDS, Ph.D.							
2.4 Study year	I	1		E		2.7 Course status	Content3)	FC
							Attendance type4)	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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and laptop, internet access / e-learning platform
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 1.1.1. The student identifies the main areas of research in communication sciences. - LO 1.1.2. The student reproduces the theoretical methodology used in scientific research. - LO 1.1.3. The student differentiates between the main methodological approaches in the field. <p>Skills:</p> <ul style="list-style-type: none"> - LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - LO 1.2.2. The student applies data collection methods, complying with ethical norms. - LO 1.2.3. The student applies research methods appropriate to the topic. - LO 1.2.4. The student interprets research results in writing and through graphs/diagrams/tables. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 1.3.1. The student develops research and intervention projects in the field of communication sciences. - LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple way.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	Better conceptual discrimination for the transition from individual communication to social communication.
7.2 Specific objectives	Familiarising students with the diagnosis of communication situations and with the psychosocial impact of these situations; knowledge of the classical communication models; understanding the types of communication. The ability to analyse a communication situation using a theoretical model; public presentation skills; the ability to communicate effectively in a team and in an organisational context; understanding intercultural communication.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction. Tests on Communication style analysis, oral communication, listening. Source: ROBBINS, Harley, 1992, "How to Speak and Listen Effectively (Work Smart Series)", AMACOM	Method of study with the textbook and other bibliographic sources	4	
2. Conceptual delimitations. Definition of communication, intrapersonal,	exposition, interactive lecture	2	

interpersonal, social, group and mass communication			
Objectives, mechanisms and signs (means of achieving communication). Types of signs. Debate based on the presentation of representative quotations from LECOMTE, Patrick, Comunicare, televiziune and democrație, Bucharest, Tritonic, 2004	Conversation method, Debates, Method of study with the textbook and other bibliographic sources	4	
3. Constitutive factors of the communication process communication agents: sender and receiver the message the code the situation the transmission channel	exposition, interactive lecture	2	
4. What is verbal and non-verbal communication? - Verbal communication (forms and functions, styles, strategies of verbal communication) - Non-verbal communication from the perspective of dramaturgical sociology. Topics debated based on the quotations used from the works CHELCEA, S., Comunicarea nonverbală în spațiul public, Tritonic Media, Bucharest, 2004 and CHELCEA S., IVAN L., CHELCEA A., Comunicarea nonverbală: gesturile and postura, Comunicare.ro, 2005	Conversation method, debates, Method of study with the textbook and other bibliographic sources	2	
5. The face and facial expressions. Clothing and social values. McDonaldisation of non-verbal communication. Topics debated based on the quotations used from the works CHELCEA, S., Comunicarea nonverbală în spațiul public, Tritonic Media, Bucharest, 2004 and CHELCEA S., IVAN L., CHELCEA A., Comunicarea nonverbală: gesturile and postura, Comunicare.ro, 2005	Conversation method, debates, Method of study with the textbook and other bibliographic sources	2	
6. Detailing and explaining some "Fundamental questions regarding the communication process" from the work McQUAIL, Denis, Comunicarea,	Conversation method, Debates,	4	

Institutul European, laand, 1999, pp. 42-46	Method of study with the textbook and other bibliographic sources		
7. Debate on the "Axioms of communication" supported by relevant quotations from the work Pragmatics of Human Communication. A Study of Interactional Patterns, Pathologies, and Paradoxes, by Paul Watzlawick, Janet Beavin Bavelas, and Donald D. Jackson, 1967	Conversation method, Debates, Method of study with the textbook and other bibliographic sources	4	
8. Interactions subsumed under the communication process	exposition, interactive lecture	4	
<p>Bibliography</p> <p>BALABAN, Delia, Comunicare mediatica, Tritonic, Bucharest, 2009</p> <p>BARTHES, Roland, Imperiul semnelor, Chiandnău, Cartier, 2007</p> <p>BERTRAND, Claude-Jean. Deontologia mijloacelor de comunicare. Iaand, Institutul European, 2000</p> <p>BORTUN, Dumitru, Bazele epistemologice ale comunicarii, Ars Docendi, Bucharest, 2002</p> <p>BOUTAUD, Jean-Jacques. Comunicare, semiotica si semne publicitare: teorii, modele si aplicatii. Bucharest, Tritonic, 2004</p> <p>BOUZON, Arlette, Comunicarea în situații de criză, Bucharest, Tritonic, 2006</p> <p>BRICIU, Victor-Alexandru, Suport de curs - Incursiuni teoretico-metodologice în comunicare and relații publice, Transilvania University of Brașov Press, 2015</p> <p>CATHALA, Henri-Pierre, Epoca dezinformării, Ed. Militară, Bucharest, 1991</p> <p>CHELCEA S., IVAN L., CHELCEA A., Comunicarea nonverbală: gesturile and postura, Comunicare.ro, 2005</p> <p>CHELCEA, S., Comunicarea nonverbală în spațiul public, Tritonic Media, Bucharest, 2004</p> <p>CHIRU, Irena. Comunicarea interpersonală, Bucharest, Tritonic, 2003</p> <p>DAHLGREN, Peter; SPARKS, John. Communication and citizenship: journalism and the public sphere. London; New York: Routledge, 1991 (George Barițiu County Library Brașov, Casa Baiulescu, English Library, shelfmark: 316 C63, available on home loan, 1 copy)</p> <p>DINU, Mihai. Comunicarea. Repere fundamentale, Bucharest, Editura Stiintifica, 1997.</p> <p>DRAGAN, Ion (coord.), Comunicarea de masă and spațiul public în perioada de tranziție, Romanian Academy, Bucharest, 1993</p> <p>FLICHY, Patrice, O istorie a comunicarii moderne, Polirom, 1999</p> <p>MARINESCU, Valentina (2003), Introducere in teoria comunicarii: principii, modele, aplicatii, Tritonic</p> <p>MATTELART, Armand, MATTELART, Michelle, Istoria teoriilor comunicarii, Iaand, Polirom, 2001</p> <p>McQUAIL, Denis, Sven Windahl, Modele ale comunicarii pentru studiul comunicarii de masa, Comunicare.ro, Bucharest, 2004.</p> <p>MIÈGE, Bernard, Gândirea comunicațională, Cartea Românească, 1998.</p> <p>NANU, Adina, VEZI? Comunicarea prin imagini, n.p., Bucharest, 2002</p> <p>O'SULLIVAN, Tim & al., Concepte fundamentale din științele comunicării and studiile culturale, Polirom, 2001, Iaand.</p> <p>PEDLER, Emmanuel, Sociologia comunicării, Bucharest, Cartea Românească, 2001</p> <p>TRAN, Vasile, STANCIUGELU, Irina, Teoria comunicarii, Bucharest, Comunicare.ro, 2003</p> <p>WERNER J. Severin, James W., TANKARD, Jr. Perspective asupra teoriilor comunicării de masă, Polirom, Iaand, 2004</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. The person and individual communication	Conversation, debates, exemplification using video materials, method of study	2	

<p>- Personality development and individual communication; Exercise: Stating the qualities that a good communicator must meet and arguing the choices.</p>	<p>with the textbook and other bibliographic sources</p>		
<p>2. Internal language: intrapersonal communication - Tongue and language: the language system - Internal language: socialisation of thought - Control of language through thought Exercise: Drawing distinctions and relating thought to language, arguing the importance between the two.</p>	<p>Case study, practical exercises</p>	<p>4</p>	
<p>3. External language: interpersonal communication - Verbal communication: forms and functions - Verbal communication styles and registers - Verbal communication strategies - Non-verbal communication - Linguistic and communicative competence. Exercise: Arguing the importance of interpersonal communication and simulating real situations (using brainstorming).</p>	<p>Practical exercises, teamwork</p>	<p>4</p>	
<p>4. Group communication - Defining and classifying psychosocial groups; - Interactions, communication and social influence in small groups; VENDITTI, Phil & MCLEAN, Scott, An Introduction To Group Communication, V2.0, Granite State College, 2020. Exercise: Forming groups in which participants face various problems that must be solved through effective communication.</p>	<p>Role-play, practical exercises</p>	<p>2</p>	
<p>5. Mass communication - Mass communication and mass-media - Conditions for the effectiveness of mediatised messages</p>	<p>Teamwork, debate</p>	<p>2</p>	

Exercise: Simulating and reproducing specific mass-media content for a given situation. Mediatisation of events/situations..			
6. Delivery of individual syntheses, starting from the choice of a work proposed in the bibliography, using an analysis guide. Presentation of the chosen topic from the bibliographic list, individually or in teams, over 7 seminars in the second half of the semester, 15-20 minutes/team or person.	Group and individual work, project-based learning, debates, teamwork	14	
<p>Bibliography</p> <p>EADDIE, William F. Ed., 21st Century Communication A Reference Handbook, Sage Publication, 2009</p> <p>HYBELS, Sandra and WEAVER, Richard L., Communicating effectively (1986)</p> <p>GREEN, Andy, Effective Personal Communication Skills for Public Relations, Kogan Page Limited, 2006</p> <p>PINKER, Stephen The Stuff of Thought, Penguin Books, London, 2007</p> <p>DIMBLEBY, Richard and BURTON, Graeme, More than Words, Routledge, London, 1998</p> <p>O'SULLIVAN T., JEWKES Y., Eds. The Media Studies Reader, Arnold, London, 1997</p> <p>WEST, Richard and TURNER, Lynn H., Introducing Communication Theory, McGraw Hill, 2010</p> <p>PAXSON, Peyton, Mass Communication and Media Studies, The Continuum International Publishing Group</p> <p>McQUAIL, Denis, and DEUSE, Mark, McQuail's Media and Mass Communication Theory, Sage Publication, 2020</p> <p>LULL, James, Media, Communication and Culture, Polity Press, Cambridge, 2000</p> <p>GRAHAM, Gordon, Tolstoy and everyday expressionism, Philosophy of the Arts, Routledge, London, 2005</p> <p>DOLESE, Melissa J. and KOZBELT, Aaron, Communication and Meaning-Making are Central to Understanding Aesthetic Responses in any Context, Frontiers of Psychology, March 2020</p> <p>VENDITTI, Phil & MCLEAN, Scott, An Introduction to Group Communication, V2.0, Granite State College, 2020.</p>			

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 content is up-to-date and consistent with activities carried out in other university centres in the country and abroad.
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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 the specific concepts and theories presented in the lectures and grounded in the mandatory bibliography	In-person written examination	50%
10.5 Seminar	Mastery of the field's language and understanding of specific concepts and theories	Completion and oral presentation of topics on assigned subjects Seminar attendance	50% Participation in seminars, together with

		<p>Reading, synthesising a specialist work from the proposed bibliography and presenting the material in front of colleagues.</p> <p>Criteria for assessing the synthesis:</p> <ol style="list-style-type: none"> 1. Capturing the fundamental ideas presented by the author (capacity for synthesis) 2 pts. 2. Correct (academically) use of the quotations considered representative or interesting 1 pt. 3. Capacity for oral presentation of the prepared material 2 pts. 4. Grammatical correctness (written and spoken) 1 pt. 5. Conclusions and personal opinion on the book read 1 pt. 6. The structure of the synthesis must include: 1/3 use of essential quotations containing the main concepts addressed by the author; 1/3 synthesis of the author's ideas and commentary on the selected quotations; 1/3 personal involvement, conclusions, recommendations. 2 pts. 	<p>delivering presentations, accumulating attendance and completing the seminar activity by being awarded a grade (only during the teaching activities for this course) is a precondition for sitting the examination, regardless of the session in which the assessment takes place.</p>
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Understanding of general and specific concepts of the field studied. • Drafting, formatting and presenting in Romanian a specialist paper on a current topic in the field, using various sources and tools of information. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Victor BRICIU, Ph.D., Course holder	Mona-Roxana SHIELDS Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Department of Social Sciences and Communication
1.4 Field of study ¹⁾	Communication Sciences, BA
1.5 Study level ²⁾	BA, 3 years
1.6 Study programme/ Qualification	DIGITAL MEDIA [EN] / Digital Media

2. Data about the course

2.1 Name of course	Communication in Digital Media							
2.2 Course convenor	Prof. Dan NICULA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Prof.Dan NICULA, Ph.D.							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ³⁾	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/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, on specialised electronic platforms and in the field					24
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					40
Tutorial					0
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Computer use, internet access (basic level)

5. Conditions (if applicable)

5.1 for course development	Classroom with projector
5.2 for seminar/ laboratory/ project development	Computer lab

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 1.1.1. identifies the main areas of research in communication sciences - communicators, institutional structures, organisations, content, channel, public/audiences, effects. <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Skills</p> <p>LO 2.2.3. The student adapts messages to various situations and categories or segments of audience in the context of professional communication.</p> <p>Responsibility and autonomy</p> <p>LO 2.3.3. The student critically analyses the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events.</p> <p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills</p> <p>LO 3.2.3. The student uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials.</p> <p>Responsibility and autonomy</p> <p>LO 3.3.2. The student drafts and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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 hardware/software underpinning of digital media and forming basic skills in using digital tools for communication and content production.
7.2 Specific objectives	Knowing the difference between digital and classical media; understanding the principles of information coding, transmission and storage; knowing the Internet and the Web; understanding the evolution of digital platforms.

	Skills for communicating in a digital environment (professional email, online collaboration); using office applications; advanced search; cloud storage; creating multimedia presentations; creating a simple blog/website; managing digital identity
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Digital media vs. classical media. Digital vs. analogue.	Interactive lectures with multimedia support	1	
Coding, transmission and storage of information in the digital environment.		1	
Hardware for digital media: computers, mobile devices, peripherals.		2	
Software for digital media: operating systems, applications, browsers.		2	
The Internet network: architecture, protocols, services.		2	
World Wide Web: principles, evolution (Web 1.0 → Web 3.0).		2	
Digital platforms: types, characteristics, audiences.		2	
Security and confidentiality in the digital environment.		2	
Bibliography: Dan NICULA Online resources elearning.unitbv.ro Ron White, Timothy Edward Downs, How Computers Work: The Evolution of Technology, 10th Edition, Que Publishing 2014, ISBN 978-0789749840 Nicula, D. (2025). Electronică digitală. Braşov: Transilvania University Press. Nicula, D. (2025). Online resources - elearning.unitbv.ro Preston Gralla, How the Internet Works, Que Publishing; 8th edition, 2006, ISBN 978-0789736260 van Dijck, José, Thomas Poell, and Martijn de Waal, The Platform Society (New York, 2018; online edn, Oxford Academic, 18 Oct. 2018), https://doi.org/10.1093/oso/9780190889760.001.0001			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Discovering and using the computer effectively	Computer work under the supervision of the teacher	4	
Discovering and using the Internet effectively	Computer work under the supervision of the teacher	4	
Presentation: portrait of a stranger	Use of institutional template for presentation	2	
Debate: barriers in online communication	Debate on a topic studied in advance.	2	
Use of Office for individualised communication through template documents	Computer work under the supervision of the teacher	2	Assignment: Customised letter with multiple recipients

Preparation of online questionnaires	Computer work under the supervision of the teacher	2	Assignment: Prepare online questionnaire. Interpret results
Netiquette – rules for online communication	Study and written and oral presentation	2	
Drafting an official email	Computer work under the supervision of the teacher	2	Assignment: drafting a reply to email
Comparison of one-to-one communication means	Study and written and oral presentation	2	
Presentation: brands	Study and written and oral presentation	2	Topic for presentation at the examination
Book debate	Debate on a book read, recommended in the bibliography	2	
Film debate	Debate on the film "The Social Dilemma"	2	
<p>Bibliography:</p> <p>Cal Newport, "Digital Minimalism", Publica 2019, ISBN: 978-606-722-367-5</p> <p>Nicholas Carr, "The Shallows: What the Internet Is Doing to Our Brains", Publica 2012, ISBN:978-973-1931-95-1</p> <p>Jaron Lanier, "You Are Not a Gadget: A Manifesto", Vintage 2011, ISBN: 9780307269645</p> <p>Sherry Turkle, "Alone Together: Why We Expect More from Technology and Less from Each Other", Basic Books 2011, ISBN: 978-0-465-01021-9</p> <p>Sherry Turkle, "Reclaiming Conversation: The Power of Talk in a Digital Age", 2016, Penguin Books, ISBN: 978-0143109792</p> <p>Jaron Lanier, "You Are Not a Gadget: A Manifesto", 2011, ISBN: 9780307269645</p> <p>Romanian Academy, "Ești COOL and dacă vorbești corect", 2010, Univers Enciclopedic Gold, ISBN: 978-606-8162-17-1</p>			

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 provides the technical and practical foundation for understanding digital communication and prepares students to organise their professional activity in digital environments, meeting labour market expectations (basic digital literacy as a universal requirement).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Individual assessment of participation in course interactivity	Continuous grading	20%
	Home assignment: critical study of logos	Presentation and oral defence of the assignment	50%
10.5 Seminar/ laboratory/ project	Activity during the laboratory	Solving assignments and individual observation	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Demonstrating participation in the laboratory by expressing at least one opinion during the semester. 			

- Presenting the home assignment, according to specifications and by the imposed deadline.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Dan NICULA, Course holder	Dan NICULA, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Introduction to Public Relations							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Vlad BĂTRÂNU-PINŢEA, Ph.D.							
2.4 Study year	1	2.5 Semester	1	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					38
Additional documentation in libraries, on specialised electronic platforms and in the field					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					28
Tutorial					4
Examinations					2
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector, internet connection.
5.2 for seminar/ laboratory/ project development	

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies the main areas of research in communication sciences - communicators, institutional structures, organisations, content, channel, public/audiences, effects.</p> <p>Skills</p> <p>L.O.1.1. The student drafts a research plan on a topic in the field of communication sciences.</p> <p>L.O.1.2. The student applies data collection methods, observing research ethics norms and current legal provisions.</p> <p>L.O.1.3. The student applies research methods appropriate to the topic and subject of research.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student develops research and intervention projects in the field of communication sciences.</p> <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and tools. - LO 2.2.3. The student adapts messages to various audience categories and segments. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. <p>CP.4 Management of audience interaction through specific digital media tools</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 4.1.1. The student identifies the principles of public relations and reputation management and the factors influencing the perceptions of stakeholders or audience categories in relation to an organisation, its brand or in relation to a person. <p>Skills</p> <p>LO.4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person.</p> <p>Responsibility and autonomy</p> <p>LO.4.3.2. The student drafts press releases and produces other public relations materials, namely messages adapted to the specifics of different media channels and digital platforms to be used in the context of communication for a public figure, organisation or brand.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>LO.5.2.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>LO.5.3.1. The student collaborates with others in teams to solve specific professional problems. L.O.5.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. L.O.5.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Knowing and understanding the concepts, theories, paradigms and methodologies used in the analysis of communication specific to the public relations process.
7.2 Specific objectives	<ul style="list-style-type: none"> • Defining the concepts, theories, paradigms and methodologies used in PR-specific communication. • Treating communication and the public from the perspective of parameters specific to the field. • Developing the capacity to draw up an effective communication plan in defined situations. • Developing the capacity to plan a public relations campaign. • Adapting public relations techniques to the digital environment.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory lecture – presentation of the course objectives and topics. Defining public relations: approaches, limits, trends and international perspectives	Lecture, conversation	2	Mandatory bibliography: Wilcox, D. L., Cameron, G.T. & Reber, B.H. (2015). Public Relations: Strategies and Tactics, 11th Edition, Harlow: Pearson Education, pp. 31-38
Public relations objectives and types of activities. Practising public relations. Public relations as a process	Participatory lecture, problematisation. - interactive exposition - exemplification	4	Mandatory bibliography: Tench, R. & Waddington, S. (2021). "Role of the Public Relations Practitioner". In Tench, R. & Waddington, S. (eds.) Exploring Public Relations and Management Communication, 5th Edition, Pearson Education, pp. 117-139
The history of public relations	Participatory lecture, problematisation. - interactive exposition - exemplification	2	Mandatory bibliography: -BROOM, G. M. & SHA, B.-L. (2013). Cutlip and Center's Effective Public Relations, 11th Edition, Harlow: Pearson Education, pp. 98-125 -Wilcox, D. L., Cameron, G.T. & Reber, B.H. (2015). Public Relations: Strategies and Tactics, 11th Edition, Harlow:

			Pearson Education, pp. 65-95
Public relations and related activities. The public relations process	Participatory lecture, problematisation. - interactive exposition - exemplification	2	Mandatory bibliography: - Wilcox, D.L., Cameron, G.T., Reber, B.H. and Shin, J.H. (2013). Think Public Relations (2nd Ed.), Pearson, pp. 7-19
The public relations process. Types of activities	Participatory lecture, problematisation. - interactive exposition - exemplification	2	Mandatory bibliography: - Broom, G. M. & Sha, B.-L. (2013). Cutlip and Center's Effective Public Relations, 11th Edition, Harlow: Pearson Education, pp. 262-333;
Campaigns. Types of public relations campaigns. Management and strategic planning in PR	Participatory lecture, problematisation. - interactive exposition - exemplification	6	
From planning to implementation	Participatory lecture, problematisation. - interactive exposition - exemplification	4	Mandatory bibliography: - Wilcox, D. L., Cameron, G. T., & Reber, B. H. (2015). Public Relations: Strategies and Tactics, Global Edition. Pearson Higher Ed., pp. 198-205;
Theories and concepts in the field of public relations: Classical theories of communication Specific theories: 1. relational theories – Systemic and situational theories; 2. Social influence theories – social exchange and social learning theories; 3. Mass communication theories Key concepts: Audience, public opinion/perception, image, organisational identity and reputation	Participatory lecture, problematisation. - interactive exposition - exemplification	4	Mandatory bibliography: - Tench, R., & Waddington, S. (2020). Exploring Public Relations and Management Communication. Pearson, pp. 148-161.
Ethics and deontology in public relations activities	Participatory lecture, problematisation. - interactive exposition - exemplification	2	Mandatory bibliography: - Wilcox, D. L., Cameron, G. T., & Reber, B. H. (2015). Public Relations: Strategies and Tactics, Global Edition. Pearson Higher Ed., pp. 99-116;
Bibliography BIVINS, T. (2003). Mixed media: Moral distinctions in advertising, public relations, and journalism. Routledge BERNAYS, Edward L., 2013, Public relations. University of Oklahoma Press.			

BROOM, G. M. & SHA, B.-L. 2013., Cutlip and Center's Effective Public Relations, 11th Edition, Harlow: Pearson Education

CUTLIP, Scott M., 2013. The unseen power: Public relations: A history. Routledge.

GREEN, Andy, 2009, Creativity in public relations. Kogan Page Publishers.;

GREGORY, Anne, 2020. Planning and managing public relations campaigns: A strategic approach. Kogan Page Publishers.

GREGORY, Anne and WILLIS, Paul, 2022. Strategic public relations leadership. Routledge.

GRUNIG, James E. and GRUNIG, Larissa .A., 2013. Models of public relations and communication. Excellence in public relations and communication management, pp.285-325.

MYERS, C. (2021). Public relations history: Theory, practice, and profession. Routledge.

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SEITEL, Fraser.P., 2017. The practice of public relations. Pearson.

TENCH, R. & WADDINGTON, S. (eds.), 2021, Exploring Public Relations and Management Communication, 5th Edition. Pearson Education;

VALENTINI, Chiara.(ed.), 2021. Public relations (Vol. 27). Walter de Gruyter GmbH & Co

WILCOX, Dennis L., CAMERON, Glen T., & REBER, B.H., 2015. Public Relations: Strategies and Tactics, 11th Edition, Pearson Education

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar.	- exposition and presentation of topics; - conversation, debate	2	
Identifying companies in the field and positions specific to public relations	conversation, - exemplification; - case study; - individual exercises; - web research;	2	
The role of the PR specialist in organisations – identifying specific activities	- conversations, - exemplification; - individual exercises; - web research;	4	
Identifying audiences and creating messages appropriate to them	- conversation, - exemplification; - team exercises; - study based on bibliographic support	4	
Structuring a communication plan	- conversation, - exemplification; - team exercises;	4	

	- study based on bibliographic support		
Social responsibility campaigns: typology and examples	- conversation, - case study; - team exercises; - study based on bibliographic support	4	
Planning a public-awareness public relations campaign	- conversation, - case study; - team exercises; - study based on bibliographic support	4	
Reasoning about and understanding specific situations starting from the theoretical models presented in the course	- interactive exposition; - conversation, - exemplification; - team exercises; - study based on bibliographic support	4	
<p>Bibliography:</p> <p>BROOM, G. M. & SHA, B.-L. 2013., Cutlip and Center's Effective Public Relations, 11th Edition, Harlow: Pearson Education</p> <p>CUTLIP, Scott M., 2013. The unseen power: Public relations: A history. Routledge.</p> <p>GREGORY, Anne, 2020. Planning and managing public relations campaigns: A strategic approach. Kogan Page Publishers.</p> <p>GREGORY, Anne and WILLIS, Paul, 2022. Strategic public relations leadership. Routledge.</p> <p>SEITEL, Fraser.P., 2017. The practice of public relations. Pearson.</p> <p>TENCH, R. & WADDINGTON, S. (eds.), 2021, Exploring Public Relations and Management Communication, 5th Edition. Pearson Education;</p> <p>WILCOX, Dennis L., CAMERON, Glen T., & REBER, B.H., 2015. Public Relations: Strategies and Tactics, 11th Edition, Pearson Education</p>			

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

Introduction to Public Relations course trains specialists capable of understanding the communication mechanisms specific to the public relations process, of identifying problems but also good practices in the field, of working in multidisciplinary teams on specific public relations projects, and of communicating appropriately in groups, organisations and communities. The course content is up to date with current specialist literature in the field and is in line with activities carried out in other university centres in the country and abroad.

The course is consistent with the requirements of employers in the field of communication and public relations (PR agencies, communication departments of companies and public institutions). The topics cover the knowledge areas required for occupations specific to the field (ISCO-08 2642).

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	Written examination	45%

	the specific concepts and theories presented in the lectures and grounded in the mandatory bibliography		
		Assessment of activities during the course	15%
10.5 Seminar/ laboratory/ project	Applying the specific concepts and models studied in the course to develop a communication plan or a public relations campaign plan for a Romanian company (project uploaded on the e-learning platform by the end of teaching activities for this course)	Project-based assessment (according to the project outline)	20%
	Completion of the portfolio of exercises carried out in the seminar	Continuous assessment during seminar activity	20%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • At least grade 5 on the written examination. • Understanding of general and specific concepts of the field studied. • Drafting, formatting and presenting in English a specialist paper on a current topic in the field, using various sources and tools of information. 			

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

Associate Professor Horia Moaşa, Ph.D., Dean	Professor Gabriela RĂȚULEA, Ph.D., Head of Department
Associate Professor Arabela BRICIU, Ph.D., Course holder	Lecturer Vlad BĂTRĂNU-PINȚEA, Ph.D, Holder of seminar

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Ethics, Academic Integrity and Professional Deontology							
2.2 Course convenor	Lecturer Fanel STROE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Fanel STROE, Ph.D.							
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	FC
							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					28
Additional documentation in libraries, on specialised electronic platforms and in the field					24
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					18
Tutorial					6
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	120				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Not applicable

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>LO 1.1. The student identifies the main areas of research in communication sciences - communicators, institutional structures, organisations, content, channel, public/audiences, effects.</p> <p>LO 1.1.2. The student reproduces the theoretical methodology used in scientific research, consisting of conducting background research, constructing and testing a hypothesis or formulating research questions, analysing data, presenting results and formulating conclusions.</p> <p>LO 1.1.3. The student differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches.</p> <p>Skills</p> <p>LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences.</p> <p>LO 1.2.2. The student applies data collection methods, observing research ethics norms and current legal provisions.</p> <p>LO 1.2.3. The student applies research methods appropriate to the topic and subject of research.</p> <p>LO 1.2.4. The student interprets research results in writing and through graphs, diagrams, tables.</p> <p>LO 1.2.5. The student discusses the limitations of research, critically evaluating the degree of generalisation of conclusions and proposing strategies for further deepening/verification.</p> <p>Responsibility and autonomy</p> <p>LO 1.1. The student develops research and intervention projects in the field of communication sciences.</p> <p>LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and publicly accessible manner.</p>
Transversal competences	<p>Communication and cooperation in professional contexts</p> <p>Skills</p> <p>LO 5.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>LO 5.1. The student collaborates with others in teams to solve specific professional problems. LO 5.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. LO 5.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Knowing and understanding ethical values and principles and forming responsible moral behaviour.
7.2 Specific objectives	<ul style="list-style-type: none"> - Identifying the main philosophical currents underlying contemporary ethics. - Analysing the ethical dilemmas raised by digital technologies and artificial intelligence. - Applying the principles of academic integrity and professional deontology. - Critically arguing ethical positions in professional debates. - Recognising and avoiding forms of plagiarism and academic fraud.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The future ethics of AI. Can ethics be taught and learned?	PPT presentation	2	
The methodological success of therapeutic arguments in the post-singularity era. The ethics of disruptive technologies and "the replacement of humanity".	PPT presentation	2	
The Epicurean ethical clinic: argumentation and empty desire. Transhumanist technologies and their ethical implications.	PPT presentation	2	
Beyond obsession and disgust. Lucretius's therapy of love. From "Mind Games" (I.P. Cuianu) to the ethical and anthropological perspectives of AI use.	PPT presentation	2	
Lucretius on anger and aggression. Integrity as an ethical value. The ethics of coexisting with AI.	PPT presentation	2	
Stoicism: philosophy and self-governance of the soul. The Hellenism that endures.	PPT presentation	2	
Mastering passions in Stoicism. Seneca on anger in public life. Strategic imagination.	PPT presentation	2	
<p>Bibliography</p> <ul style="list-style-type: none"> • Akerlof, G. A., Shiller, R. J., <i>Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism</i>. Princeton University Press, 2009. • Bernard, W., <i>Introducere în etică. Moralitatea, Alternative</i>, 1993. • Bertrand, C. J., <i>Deontologia mijloacelor de comunicare</i>, Institutul European, 2003. • Bihan, C., <i>Marile probleme ale eticii</i>, Institutul European, 1997. • Cardona, T., <i>Filosofie elenistică. Litera</i>, 2020. • Cheney, G., May, S. and Munshi, M. (Eds.), <i>The Handbook of Communication Ethics</i>. Routledge New York, Londra, 2011. • Chiriță, R., <i>Istoria didactică a filosofiei grecești</i>. Editura Universității Transilvania din Brașov, 2008. • Clifford, C., <i>Etica Mass-media. Polirom</i>, 2003. • Cozma, C., <i>Etică and comunicare. Curs universitar</i>. Editura Universității „Al.I.Cuza” Iaand, 2010. • Epictet, <i>Manualul. Seneca</i>, 2015. • Marcus A., <i>Meditații. Către mine însumi</i>. Antet Revolution, f.a. • Friedman, M., <i>Capitalism and Freedom</i>. University Of Chicago Press, 2002. • Foucault, M., <i>Istoria sexualității, vol. III. Preocuparea de sine</i>. Univers, 2004. • Giddens, A., <i>The Consequences of Modernity</i>. Polity Press, 1996. • Grayling, A.C., <i>Istoria filosofiei. Trei</i>, 2022. • Greenblatt, S., <i>Clinamen. Cum a început Renașterea</i>. Humanitas, 2014. • Habermas, J., <i>Conștiință morală and acțiune comunicativă, All</i>, 2001. • Hirschman, A. O., <i>The passions and the interests. Political Arguments for Capitalism before Its Triumph</i>. Princeton University Press, 2013. 			

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- Miroiu, M., Blebea N.G., Introducere în etica profesională. Trei, 2001.
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- Pleșu, A., Minima moralia. Humanitas, 2005.
- Sen, A., Dezvoltarea ca libertate. Economica, 2004.

Smith, A., The Theory of Moral Sentiments. Cambridge University Press, 2002.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Seminar introductiv. Etica maandnilor	Presentation and debate	2	
Scepticism	Presentation and debate	2	
Epicureanism	Presentation and debate	2	
Stoicism	Presentation and debate	2	
The ethics of Spinoza, Bergson, Ricoeur and Rorty	Presentation and debate	2	
The common good. Moral progress and other aspects	Presentation and debate	2	
Ethics in the digital age	Presentation and debate	2	
Ethics in robotics and artificial intelligence	Presentation and debate	2	
The ethics of the smart city	Presentation and debate	2	
Ethics in mass-media	Presentation and debate	2	
Ethics of information	Presentation and debate	2	
The ethics of war and peace	Presentation and debate	2	
The ethics of human genetic modification	Presentation and debate	2	
Ghostwriting and the ethics of authenticity	Presentation and debate	2	

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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 course meets the requirements for professional ethics and academic integrity demanded by employers in the digital media field and the European quality standards in education. The content is updated based on recent specialist literature and communication practices at national and international level. The content is in line with the activities of other universities 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 the main ethical concepts	Project-based assessment	65%
	The ability to analyse and put into practice the knowledge acquired in the group project	Assessment based on oral presentation	20%
10.5 Seminar/ laboratory/ project	Course attendance (minimum 75%): training through dialogue, exercises, immediate feedback and competence development	Directly proportional to the number of active participations	15%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Realistic resolution – based on both theoretical and practical arguments – of frequent professional situations, with a view to solving them effectively and in compliance with deontological norms. • Ethical and legal communication in the digital environment. 			

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

Associate Professor Horia Moaşa, Ph.D., Dean	Professor Gabriela RĂȚULEA, Ph.D., Head of Department
Lecturer Fănel STROE, Ph.D., Course holder	Lecturer Fănel STROE, Ph.D., Holder of seminar

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 option) - for the Master's level;

- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Introduction to Advertising							
2.2 Course convenor	Associate Professor Alina COMAN, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Vlad BĂTRÂNU-PINŢEA, Ph.D.							
2.4 Study year	I	2.5 Semester	1	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	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					108
Additional documentation in libraries, on specialised electronic platforms and in the field					35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					35
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Attendance and participation in lectures for at least 50% of the activities in the respective semester counts for 10% of the final grade. • Use of mobile phones during the lecture cancels attendance for that lecture. • Fraud or attempted fraud is sanctioned according to art. 22 of the Regulation on student professional activity.
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5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none">• The seminar score is awarded upon simultaneous fulfilment of two requirements:• - attendance at least 50% of the seminar activities in the respective semester• - presenting and submitting the seminar project assigned by the teacher.• The seminar score can only be obtained during the semester in which the course is in the timetable. It is not submitted to the teacher by email/uploaded on the platform after the calendar end of the teaching activity, nor at the re-examination.• Use of mobile phones during the lecture cancels attendance for that seminar.• The seminar score accounts for 30% of the final grade.
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6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge</p> <p>LO.2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication, in the context of mass communication and computer-mediated communication.</p> <p>LO.2.1.2. The student identifies concepts related to the public and mass media audiences, measurement methods, as well as audience indicators specific to the technological channel of media communication.</p> <p>LO.2.1.3. The student identifies production, distribution, and operational models specific to the advertising industry and media systems.</p> <p>LO.2.1.4. The student identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions regarding an issue under public discussion are formed and reinforced, such as the framing of information, public trends and interests, psychological processes, and conformity.</p> <p>Skills</p> <p>LO.2.2.1. The student selects models that explain a communication situation in the context of a professional problem.</p> <p>LO.2.2.2. The student analyzes the characteristics and needs of the target audience using tools and methods specific to advertising research.</p> <p>LO.2.2.3. The student adapts messages to various situations and categories or segments of the audience in the context of professional communication.</p> <p>Responsibility and Autonomy</p> <p>LO.2.3.1. The student evaluates the characteristics of the representation in the mass media and digital platforms of a topic, a person, a group, or a social category.</p> <p>LO.2.3.2. The student uses communication models, media theories, and audience indicators to design, adapt, or evaluate media plans.</p> <p>LO.2.3.3. The student critically analyses the plurality of interpretations and opinions generated by advertising messages in the public sphere.</p> <p>CP.3 Creating and managing content for digital media</p> <p>Knowledge</p> <p>LO.3.1.2. The student identifies techniques for drafting and structuring persuasive and advertising messages.</p> <p>LO.3.1.3. The student identifies applications and tools used in the production and distribution of advertising content.</p> <p>Skills</p> <p>LO.3.2.1. The student applies production practices specific to advertising content and digital media.</p> <p>LO.3.2.3. The student uses software applications to create and edit advertising materials.</p> <p>Responsibility and autonomy</p> <p>LO.3.3.1. The student produces advertising content intended for publication on various media platforms and channels.</p> <p>LO.3.3.2. The student drafts and edits promotional and advertising texts tailored to communication objectives.</p>
	Transversal competences

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

7.1 General course objective	Explaining the persuasion strategies of advertising communication
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7.2 Specific objectives	<ul style="list-style-type: none"> • Identifying the most important types of advertisements. • Describing integrated services in an advertising agency. • Recognising the stages of a product's life cycle starting from the advertisement. • Identifying the component elements of an advertising material.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Conceptual delimitations	Viewing and analysing advertising materials, heuristic conversation	4	
2. A brief history of advertising	Viewing and analysing advertising materials, heuristic conversation	2	
3. Advertising as a communication process	Viewing and analysing advertising materials, heuristic conversation	2	
4. Functions, objectives, types	Viewing and analysing advertising materials, heuristic conversation	2	
5. What do advertisements communicate and to whom?	Viewing and analysing advertising materials, heuristic conversation	2	
6. The advertising agency	Viewing and analysing advertising materials, heuristic conversation	2	
7. Research in advertising	Viewing and analysing advertising materials, heuristic conversation	2	
8. Planning in advertising	Viewing and analysing advertising materials, heuristic conversation	2	
9. Creation in advertising	Viewing and analysing advertising materials, heuristic conversation	2	
10. The media strategy	Viewing and analysing advertising materials, heuristic conversation	2	
11. Budgeting in advertising	Viewing and analysing advertising materials, heuristic conversation	2	
12. Ethics in advertising	Viewing and analysing advertising materials, heuristic conversation	2	
13. Legislative landmarks	Viewing and analysing advertising materials, heuristic conversation	2	

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TELLIS, J.2004. Effective Advertising. SAGE Publications

YOUNG, Ch. 2005. The Advertising Handbook, Ideas in Flight, Seattle.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. The history of the advertising poster. Examples http://www.ududec.com/wp-content/uploads/2014/04/ Semiotic analysis of a print advertising advertisement	Viewing and analysing advertising materials, Heuristic conversation;	2	
2. Social campaigns. Analyses and examples.	Viewing and analysing advertising materials, Heuristic conversation;	2	
3. Positioning advertisements / segmentation advertisements	Viewing and analysing advertising materials, Heuristic conversation;	2	
4. The product life cycle. Applications	Viewing and analysing advertising materials, Heuristic conversation;	2	

5. Focus group – research method in advertising. e.g. research.	Viewing and analysing advertising materials, Heuristic conversation;	2	
6. The structure of advertising text. Applications	Viewing and analysing advertising materials, Heuristic conversation;	2	
7. Syntheses and assessments	Viewing and analysing advertising materials, Heuristic conversation;	2	

Bibliography seminar:

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ARENS, W.L., WEIGOLD, M.F., ARENS, C. 2011. Contemporary advertising & integrated marketing communications. 13th ed. New York, NY: McGraw-Hill.

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SIMPSON, C., KURTZ, B. 2016. The Advertising Solutions. Entrepreneur Press.

STEEL Jon J.1998. Truth, Lies and Advertising, John Wiley & Sons.

SUTHERLAND, M 2008. Advertising and the Mind of the Consumer. Routledge.

TELLIS, J.2004. Effective Advertising. SAGE Publications

YOUNG, Ch. 2005. The Advertising Handbook, Ideas in Flight, Seattle.

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 content follow-up with the teaching 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 explication of the concepts from the course	Written assessment with objective items – multiple-choice test	50%
	Interventions during the lecture		10%
10.5 Seminar/ laboratory/ project	Correct use of specific concepts and theories	Project	30%
10.6 Minimal performance standard			
Correct resolution of 70% of the items in the multiple-choice test. Obtaining a minimum score at the seminar (>0).			

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

Associate Professor Horia Moașa, Ph.D., Dean	Professor Gabriela RĂȚULEA, Ph.D., Head of Department
Associate Professor Alina COMAN, Ph.D., Course holder	Lecturer Vlad BĂTRĂNU-PINȚEA, Ph.D., Holder of seminar

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Academic Writing							
2.2 Course convenor	Lecturer Maria Cristina BULARCA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Maria Cristina BULARCA, Ph.D.							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type3)	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/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					24
Additional documentation in libraries, on specialised electronic platforms and in the field					6
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					8
Examinations					2
Other activities.....					0
3.7 Total number of hours of student activity	48				
3.8 Total number per semester	90				
3.9 Number of credits5)	3				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with laptop, video projector and appropriate software
5.2 for seminar/ laboratory/ project development	Seminar room equipped with laptop, video projector and computers appropriate to the activity carried out by the teacher

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 1.1.1. The student identifies the main areas of research in communication sciences. - LO 1.1.2. The student reproduces the theoretical methodology used in scientific research. - LO 1.1.3. The student differentiates between the main methodological approaches in the field. <p>Skills:</p> <ul style="list-style-type: none"> - LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - LO 1.2.2. The student applies data collection methods, complying with ethical norms. - LO 1.2.3. The student applies research methods appropriate to the topic. - LO 1.2.4. The student interprets research results in writing and through graphs/diagrams/tables. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 1.3.1. The student develops research and intervention projects in the field of communication sciences. - LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple way.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts, assuming collective and individual responsibilities</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.2.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.2.3. The student uses digital tools for organising, collecting, storing, extracting, archiving and processing data, information and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.3.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.3.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.3.2. The student 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	<ul style="list-style-type: none"> • Mastering the notions and competences required for producing academic works in line with the writing rules and styles currently in force at national and international level.
7.2 Specific objectives	<ul style="list-style-type: none"> • Developing a set of working methods associated with research activities and the writing of academic works. • Mastering the notions and competences required for drafting academic works. • Correct use, when producing academic works, of the rules and styles for writing texts and bibliographic references. • Producing bibliographies in accordance with the most-used current academic styles (i.e. APA, Harvard, Oxford, MLA, Chicago, ISO 690, etc.)

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to academic writing. Preliminary considerations regarding intellectual work.	Classical lecture	2	

2. Elements of text formatting, drafting the cover page	Exposition, argumentation, lecture	2	
3. Reviewing the specialist literature. Rules and styles for citing and paraphrasing. The bibliography. Plagiarism.	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
4. Outlining the organisational scheme of the academic work	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
5. Types of academic works	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
6. Drafting scientific works and presenting them	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
7. Drafting the introduction and conclusions. Reviewing the academic work.	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Introductory seminar. Preliminary considerations regarding intellectual work	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	Fragments or chapters are made available to students as printed working material, with the bibliographic source indicated
2. Elements of text formatting: drafting the cover page, automatic table of contents, page numbering	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
3. Reviewing the specialist literature. Rules and styles for citing and paraphrasing. The bibliography. Plagiarism.	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
4. Rules and styles for citing and paraphrasing bibliographic sources within the text. Considerations regarding plagiarism	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
5. The bibliography: styles for writing bibliographic references	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
6. Outlining the organisational scheme of the academic work	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	

7. Punctuation rules	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
8. Paragraph structure	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
9. Drafting and placement in text of tables and figures	conversation, work with the textbook/written text: worksheets, cases - case study (small-group learning) - demonstration with images or graphs	2	
10. Types of academic works: review, report, essay, scientific article		2	
11. Drafting and presenting scientific works: essay, paper, review		2	
12. Drafting and presenting scientific works: bachelor's thesis		2	
13. Reviewing the draft or outline of the academic work		2	
14. Drafting the introduction and conclusions. Reviewing the academic work.		2	
<p>Bibliography</p> <ol style="list-style-type: none"> Chelcea, S. (2003). Cum să redactăm în domeniul științelor socioumane. Bucharest: Comunicare.ro. Cooper, H. (1998). Synthesizing Research. A Guide for Literature Reviewers. 3rd edition. London (UK) & New Delhi (IN): Sage Publications. Eco, U. (2006). Cum se face o teză de licență. Disciplinele umaniste. Iaand: Polirom. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide. London (UK) & New York: Routledge. Murray, R. & Moore, S. (2006). The Handbook of Academic Writing: A Fresh Approach. Maidenhead (UK): Open University Press. Richardson, L. (1990). Writing Strategies: Reaching Diverse Audiences. London (UK) & New Delhi (IN): Sage Publications. Seltzer, R. A. (1996). Mistakes That Social Scientists Make: Error and Redemption in the Research Process. New York: St. Martin's Press. Șerbănescu, A. (2001). Cum se scrie un text. Iaand: Polirom. Van Evera, S. (1997). Guide to Methods for Students of Political Science. Ithaca (NY): Cornell University Press. Winifred, B. & Sharkey, M. (2011). The Easy Writer: Formal Writing for Academic Purposes. Frenchs Forest (AUS): Pearson Longman. 			

11. Wolcott, H. F. (1990). *Writing up Qualitative Research*. London (UK) & New Delhi (IN): Sage Publications.

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 content respects the educational requirements in the field of information literacy, with a view to acquiring the skills needed to train 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	Use of specific terminology and understanding of the particularities of producing an academic text. Mastering the notions and competences required for drafting academic works.	Oral assessment (final, in the examination session): - Free exposition by the student / drafting and oral defence of a paper	50%
10.5 Seminar/ laboratory/ project	Correct use of the rules and styles for writing texts and bibliographic references.	Active participation in seminars. Completion of assignments/projects	50%
10.6 Minimal performance standard			
Assessment of the use of theoretical and methodological knowledge and its application in the analysis of concrete social problems and conflicts.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Maria Cristina BULARCA, Ph.D., Course holder	Lecturer Maria Cristina BULARCA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;

- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	French Language 1							
2.2 Course convenor	Lecturer Iringó CORA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Iringó CORA, Ph.D.							
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with projector and blackboard
5.2 for seminar/ laboratory/ project development	Seminar room with projector and blackboard

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in French.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in French to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Francophone resources (dictionaries, terminology databases, French-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (French-language learning platforms, Francophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in French.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in French.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Francophone communities and networks.</p>

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

7.1 General course objective	<p>The main objective of the French-language classes this semester is the acquisition, consolidation and improvement of French-language knowledge with emphasis on vocabulary and grammatical structures. The activity no longer focuses exclusively on grammar but on students' ability to express themselves as fluently and precisely as possible by using as rich an intermediate-level vocabulary as possible. To achieve this objective, students will be provided with special materials including focused intermediate-level texts and exercises. In addition to the emphasis on developing students' ability to speak French, the classes also aim to improve their ability to express themselves in writing.</p>
7.2 Specific objectives	<p>Fluent expression and correct use of French at intermediate level.</p> <p>A. Cognitive: Activities will mainly target the acquisition, consolidation and deepening of French-language knowledge. Students will be provided with materials/texts with intermediate-level vocabulary. They will need to be able to use this vocabulary and to express themselves logically, fluently and correctly both orally and in writing.</p> <p>B. Professional: Students will be able to use French correctly for oral and written expression in any kind of situation.</p> <p>C. Affective/value-related: Students will consolidate confidence in their own ability to use a foreign language correctly, thus eliminating the frustrations that may arise whenever they have to communicate professionally or personally, in writing or orally, in French.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Déterminants définis, définis élidés, définis contractés	Interactive	2	
Déterminants indéfinis, indéfinis partitifs	Interactive	2	
Déterminants démonstratifs et possessifs	Interactive	2	
Déterminants interrogatifs et exclamatifs	Interactive	2	
Féminin des noms, règle générale et cas particuliers	Interactive	2	
Pluriel des noms, règle générale et cas particuliers	Interactive	2	
Pluriel des noms de forme complexe	Interactive	2	
Bibliography: Jobin Rachel, Tamiozzo, Voix croisées. Français langue seconde 100-101, Québec, Chenelière Éducation, 2016. Laurent Nicolas, Bénédicte Delaunay, Bescherelle, La grammaire pour tous, Hatier, Paris, 2012. Le Nouveau Bescherelle, L'orthographe pour tous, Hatier, Paris, 1987, 2012. Riegel Martin, Pellat Jean-Christophe, Rioul René, Grammaire méthodique du français, Paris, PUF, 8e édition 2021. Vigner Gérard, Enseigner le français comme langue seconde, Paris, CLE International, 2002.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Situations de communication	Conversation workshop / Interactive	2	
Faire les courses	Conversation workshop / Interactive	2	
Parler des quantités	Conversation workshop / Interactive	2	
Faire une réservation	Conversation workshop / Interactive	2	
Renseigner, se renseigner	Conversation workshop / Interactive	2	
Autoriser et interdire	Conversation workshop / Interactive	2	
Exprimer des intentions, des projets	Conversation workshop / Interactive	2	
Bibliography: CEFR, Common European Framework of Reference for Languages: Learning, teaching, assessment (coe.int). European Centre for Modern Languages of the Council of Europe - ECML/CELV. ARTE; TV5 - https://enseigner.tv5monde.com/ . Claire Miquel, Communication progressive du français, Niveau débutant, CLE International, 2004.			

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

The contents of the French Language course are able to develop students' French-language communication competences, preparing them for integration into international Francophone professional environments. The course content is aligned with the Common European Framework of Reference for Languages (CEFR). The content 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	Knowledge of the theoretical information presented in the course.	Continuous assessment – throughout the semester	30%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the course; the ability to express oneself fluently in both oral and written form.	Summative assessment – Written test at the end of the semester	70%
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in French, assessed with a minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Iringő CORA, Ph.D., Course holder	Lecturer Iringő CORA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Spanish Language 1							
2.2 Course convenor	Lecturer Raluca ALEXE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Raluca ALEXE, Ph.D.							
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in Spanish.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in Spanish to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Hispanophone resources (dictionaries, terminology databases, Spanish-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (Spanish-language learning platforms, Hispanophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in Spanish.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in Spanish.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Hispanophone communities and networks (Spain, Latin America).</p>

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

7.1 General course objective	Introduction to Spanish at beginner level: acquiring the phonetic system, fundamental grammatical notions (the verbs ser and estar, the present indicative, possessives, demonstratives, adjectives, stress) and the basic vocabulary needed for short conversations on topics of general interest. By the end of the semester, students will be able to hold simple conversations, in short sentences, on various topics of general interest.
7.2 Specific objectives	<p>Acquiring the Spanish alphabet and the rules of pronunciation and stress; learning the verbs ser and estar; acquiring possessives, demonstratives and adjectives in Spanish.</p> <p>The ability to introduce oneself, to talk about personal data, schedule, physical appearance, leisure, housing and food in Spanish.</p> <p>Developing interest in Hispanophone culture (Spain and Latin America) and openness to intercultural communication.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
El alfabeto y normas de pronunciación	Exposition, interactive lecture	2	
El presente de indicativo	Exposition, interactive lecture	2	
Los verbos ser y estar	Exposition, interactive lecture	2	
Los posesivos	Exposition, interactive lecture	2	
Los demostrativos	Exposition, interactive lecture	2	

El adjetivo	Exposition, interactive lecture	2	
Normas de acentuación	Exposition, interactive lecture	2	
Bibliography: L. Gómez Torrego, Gramática didáctica del español, Ediciones SM, Madrid, 2009. L. Gómez Torrego, Manual de español correcto, Arco Libros, Madrid, 2009. M. Seco, Diccionario de dudas y dificultades de la lengua española, Espasa Calpe, Madrid, 2010.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
El español en el mundo	Group work / Conversation workshop	2	
Datos personales	Group work / Conversation workshop	2	
El horario	Group work / Conversation workshop	2	
El aspecto físico	Group work / Conversation workshop	2	
El ocio	Group work / Conversation workshop	2	
La vivienda	Group work / Conversation workshop	2	
Los alimentos	Group work / Conversation workshop	2	
Bibliography: P.A. Olaneta, Thematic Vocabulary of the Spanish Language, Niculescu, 2009. España, ayer y hoy. Itinerario de cultura y civilización, SGEL, 2009. Nuevo VEN 1, Editorial Edelsa, Madrid, 2009. Gente Hoy 1, Editorial Difusión, Barcelona, 2013.			

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

The contents of the Spanish Language course are able to develop students' Spanish-language communication competences, preparing them for integration into international Hispanophone professional environments (Spain and Latin America). The course content is aligned with the Common European Framework of Reference for Languages (CEFR). The content 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	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester (course participation + written test - colloquium)	40%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the	Continuous assessment (seminar participation + practical applications)	60%

	course; the ability to express oneself fluently in both oral and written form; solving practical applications.		
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in Spanish, assessed with a minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Raluca ALEXE, Ph.D., Course holder	Lecturer Raluca ALEXE, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Physical Education and Sports 1							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	Lecturer Ștefan ALECU, Ph.D.							
2.4 Study year	I	Semester	1	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	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	0	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	14	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					4
Additional documentation in libraries, on specialised electronic platforms and in the field					4
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					4
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	16				
3.8 Total number per semester	30				
3.9 Number of credits5)	1				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Medical clearance certifying state of health compatible with physical exercise.

5. Conditions (if applicable)

5.1 for course development	Not applicable
5.2 for seminar/ laboratory/ project development	Sports hall, sports field, swimming pool, ice rink, ski slope (depending on the chosen module), appropriate sports equipment.

6. Specific competences and learning outcomes

Professional competences	Not applicable - the course mainly contributes to the development of transversal competences (CT.5).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in sports teams to achieve a common result, respecting the rules of play and fair play.</p> <p>L.O.5.2. The student plans/assumes and follows their own programme of practising physical activities to maintain health and an optimal mental state.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity and inclusion by participating in diverse sports teams.</p>

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

7.1 General course objective	Forming the habit of independently practising sports (athletics, ball games, gymnastics, swimming, skating/skiing) with a view to maintaining health, achieving an optimal mental state and developing teamwork.
7.2 Specific objectives	<p>Forming the basic technical skills specific to the chosen sports modules; developing the ability to work and play as a team.</p> <p>Developing confidence in one's own judgement and decision; cultivating the spirit of fair play, respect for opponents and colleagues, and perseverance.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Not applicable (practical course, no lectures)	-	0	
Bibliography: Not applicable			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
ATHLETICS - Technique of running- and jumping-school exercises; sprint technique and standing start; endurance and cross-country running technique; throwing technique; jumping technique; rules and refereeing; organising and participating in athletic competitions. Test: participation in an athletics competition (one event).	Practical activity / Group work	2	
BASKETBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at the basket; structures with 2-3	Practical activity / Group work	2	

players and finishing; bilateral game 2:2, 3:3, 4:4, 5:5; basic notions of rules and refereeing (steps, double dribble). Test: bilateral game.			
AEROBIC GYMNASTICS - Technique of analytical warm-up of muscle groups; exercises for the lower limbs, trunk and upper body; forming the rhythm of execution; effort dosage through heart rate; relaxation notions. Test: building and performing a structure of 8 exercises.	Practical activity / Group work	2	
FOOTBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at goal; structures with 2-3 players; positioning on the field and bilateral game; basic notions of rules and refereeing; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SWIMMING - Forming the habit of breathing at water level; floating and gliding; learning leg movement breaststroke (crawl); learning arm movement breaststroke (crawl); arm-leg coordination; arm-leg-breathing coordination; start technique; rules and refereeing notions. Test: 50 m timed breaststroke (crawl).	Practical activity / Group work	2	
VOLLEYBALL - Consolidating the underhand and overhand serve; consolidating underhand and overhand passing; positioning on the court and player rotation; attack and block; rules and refereeing notions; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SKATING / ALPINE SKIING - Skating: gliding on ice (squats, balance, forward, backward); stopping by heel braking; stopping by side skidding; gathering speed with side steps; changes of direction by crossover stepping; backward movement; speed-launch technique. Alpine skiing: stationary turns on the flat and on a slope; gliding with parallel skis on the flat and on a	Practical activity / Group work	2	

slope; turning technique. Test: 50 m course with four gates.			
Bibliography:			

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 contains a series of notions useful for understanding health, so as to ensure adequate training, in line with society's expectations.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Active participation in activities; mastery of the basic techniques specific to the practised sports modules; teamwork ability.	Practical applications	100%
10.6 Minimal performance standard			
To correctly perform simple schemes from a team game			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
- Course holder	Lecturer Ștefan ALECU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 equivalent to 30 hours of study (teaching activities and individual study)

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Visual Culture							
2.2 Course convenor	Roxana SHIELDS, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Roxana SHIELDS, Ph.D.							
2.4 Study year	I	Semester	2	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector and laptop

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge</p> <p>L.O.2.1. The student identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication.</p> <p>L.O.2.2. The student identifies concepts related to the public and mass-media audience, measurement methods, and audience indicators specific to the technological channel of media communication.</p> <p>Skills</p> <p>L.O.2.1. The student selects the models that explain a communication situation in the context of a professional problem.</p> <p>L.O.2.2. The student analyses 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.</p> <p>Responsibility and autonomy</p> <p>R.2.1. The student evaluates the characteristics of mass-media and digital-platform representation of a topic, a person, a group or a social category.</p> <p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <p>LO.3.1 The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p>

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

7.1 General course objective	Understanding the concepts specific to visual culture and the theories that explore the connections between different aspects of visual culture, in order to explain the processes of direct and technologically mediated communication.
7.2 Specific objectives	<p>Students will identify the basic elements of visual communication; they will interpret, compare and relate theoretical models of visual culture; they will develop their capacity to understand and articulate complex ideas and arguments about visual culture.</p> <p>Students will gain the ability to critically analyse visual products (advertising, journalistic, artistic, digital) using established theoretical frameworks.</p> <p>Development of aesthetic sensitivity, critical thinking and a reflective attitude towards the images they interact with daily in the digital environment.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
I. Introduction to Visual Culture. Overview of the course objectives and structure.	Interactive lecture Exemplification and case studies	6	The visual examples will present an intellectual

<p>Visual culture as an interdisciplinary field (intersections with the arts, advertising, digital imagery, politics, and popular culture).</p> <p>Description of the main areas whose visual representations are studied within the field of visual culture:</p> <ul style="list-style-type: none"> - Art (visual arts, photography, film) - Popular culture or mass culture (video games, music videos, comic books, television, sports images and celebrity photos, blockbuster movies, bestseller covers, visual aspects of subcultures, national symbols, tattoos, stamps...) - Advertising (posters, TV commercials, video ads, logos) - Institutional culture (exhibitions, public service announcements with images, visual propaganda, political kitsch) - The Internet – images from social media, virtual reality, cyberspace, NFTs, - Visual anthropology (artifacts, images of various ethnic groups, popular visual culture) 			<p>challenge (for example, van Gogh's "last" painting, *Wheatfield with Crows*, and the 2015 online viral phenomenon known as "The Dress")</p> <p>Field: Visual Arts Product: Fra Angelico's painting "The Annunciation" Practice: easel painting, spiritual symbolism</p> <p>Field: Digital Art Product: NFT art Practice: digital creation Field: Film/Graphic Design</p>
<p>II. Communication models applied to visual culture. An in-depth analysis of the act of looking- the triad: image + viewer/audience + creator/source (the triad is always situated within a specific context of existence, be it historical, political, social, or technological)</p> <p>Brief presentation of a communication model to utilize its basic concepts: sender, message, channel, receiver</p> <p>The importance of different modes of image perception – the role of the viewer (the concept of audience/viewer, prosumer, the viewer's/spectator's knowledge and/or emotional state) Types of audience: examples; iconoclasts versus iconodules</p>	<p>Interactive lecture</p>	<p>4</p>	<p>Details on how we perceive things visually- what individual and contextual factors influence how we perceive or interpret an image, an object, or a phenomenon</p>
<p>III. An introduction to the concepts that characterize how images and other visual elements influence culture and society in general: education (understanding formal elements- such as the golden ratio), ideology (politics, race, gender),</p>	<p>Interactive lecture, exemplification, case studies</p>	<p>6</p>	<p>Case Study on the Golden Ratio: da Vinci's "Mona Lisa"</p> <p>Images relevant to the discussion</p> <ul style="list-style-type: none"> - the male gaze

interdisciplinarity, the sign, and subjectivity.			<ul style="list-style-type: none"> - images of lynchings - photographs from Abu Ghraib prison
<p>V Theories that analyze various aspects of visual culture:</p> <ul style="list-style-type: none"> - Semiotics (the image as a cultural sign – the approaches of Pierce and Eco and the distinction between signifier and signified, the system of signs, the interpretation of works of art – Saussure) - The Frankfurt School (the commodification of culture, the culture industry – Adorno, Benjamin) - Hermeneutics (works of art, images analyzed as texts to be decoded – Gadamer) - Feminism (the objectification of women in art, the dominance of patriarchy, the male gaze – Mulvey, Beauvoir, Friedan) - Postmodernism (simulacra and simulation – Baudrillard). 	Interactive lecture, exemplification, case studies	8	<p>Excerpt from the documentary “A Pervert’s Guide to Ideology” by S. Žižek (Video – YouTube)</p> <p>Testing one’s ability to observe and assimilate various techniques for analyzing images or visual objects – the role of the critic/expert</p>
<p>Visual culture in the digital age. The role of artificial intelligence in the field of imagery. Visual culture products created and/or distributed online (examples: early web pages – structure and form; memes, emojis; QR codes; NFTs)</p>	Interactive lecture, exemplification, case studies	4	Examples of Exceptional Web Design – Web Design Awards and Their Role (Presentation)

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Practices of Looking: An Introduction to Visual Culture 2nd Edition
 by [Marita Sturken](#) , [Lisa Cartwright](#)
 (Available: <https://sites.dwrl.utexas.edu/visualrhetoric/wp-content/uploads/sites/25/2016/03/Sturken-and-Cartwright-postmodernism.pdf> sau <https://archive.org/details/practices-of-looking-an-introduction-to-visual-culture-pdf/page/13/mode/2up>)

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Peirce, Ch. S. – *Semnifica ie and ac iune*, Humanitas, București, 1991

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the seminar structure. Selection of topics for presentations (individual or in pairs). The presentation must follow this structure: i) a theoretical section (explaining the author’s main ideas through a clear and engaging summary- presented using a PowerPoint slide or a simple projection) ii) a visual practical section- illustrating the main concepts or ideas from the bibliographic text in various forms of your choice: brochure, video clip, collage, poster, photograph, emblem, stamps, etc. Setting the schedule. Model presentation demonstration.	Presentation of the evaluation criteria for the presentation – introduction to the evaluation form An example of best practices for creating a PowerPoint presentation Brief overview of the topics covered using a slide displayed on the screen Q&A	2	The list of topics will be presented during the first seminar, at which time students will be free to choose one of them.

<p>Student presentations based on chapters from various books that are representative of the study of visual culture</p> <p>Topics – for example: political propaganda, kitsch, advertising, ideology, photography, film, music videos, animation, digital art, memes, graffiti, tattoos, the role of museums, and immersive art</p>	<p>Student presentations, discussions, analyses</p>	<p>26</p>	
<p>Bibliography:</p> <p>Barthes, Roland - Mitologii, Institutul European, Iaand, 1997 - Camera Lucida, Vintage, London, 2000</p> <p>Baudrillard, P., Simulacra and Simulation, The Univeristy of Michigam Press, 1994</p> <p>Benjamin, Walter – „Opera de artă în epoca reproducerii mecanice” în Iluminări Univers, București, 2000</p> <p>Besançon, Alain, Imaginea interzisă, Humanitas, București, 1996, capitolul VI, “Noua teologia a imaginii”</p> <p>Berger, John – Feluri de a vedea, Vellant, Bucuresti, 2018</p> <p>Călinescu, M. – Cinci fe e ale modernită ii, Univers, București, 1995</p> <p>Florea C. and Florea L., Inteligenta artificială, Univeristaea Transilvania Brașov, 2023</p> <p>Foucault, M, This is not a pipe, California Press, 1983 (https://monoskop.org/images/9/99/Foucault_Michel_This_Is_Not_a_Pipe.pdf)</p> <p>Friedan, B., The Feminine Mystique, Dell publishing, New York, 1964 (https://archive.org/details/femininemystique0000bett_e9w2)</p> <p>Kundera, M., Ușuratarea de nesuportat a ființei, Humanitas, București, 2018</p> <p>Peirce, Ch. S. – Semnifica ie and ac iune, Humanitas, București, 1991</p> <p>Messaris P, Visual persuasion: the role of images in advertising, 1997</p> <p>Sontag S., Despre fotografie, Vellant, 2014</p>			

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

The contents of the Visual Culture course provide students with the theoretical and practical basis for critically analysing and creating visual products specific to digital media, meeting the expectations of employers in advertising, visual journalism, institutional communication and the creative industries. The content is aligned with recent international research in visual studies and with current professional practices.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding and correct use of the concepts and theories of visual culture presented in the course.	Written examination (multiple-choice test) + written project (formative)	40% + 10%
10.5 Seminar/ laboratory/ project	1) Demonstrating individual study through an oral presentation of a	Evaluation form filled in during the presentation + score	25% + 25%

	chosen topic. 2) Active participation in the seminar (interventions, contributions to discussions, written summaries).	accumulated throughout the semester	
10.6 Minimal performance standard			
Demonstrating participation in the seminar by expressing at least 4 opinions during the semester. Oral presentation delivered on time. Minimum grade of 5 in both the seminar and the examination.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Roxana SHIELDS, Ph.D., Course holder	Roxana SHIELDS, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Psychology of the Digital Media User							
2.2 Course convenor	Associate Professor Alina COMAN, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Alina COMAN, Ph.D.							
2.4 Study year	I	II		E		2.7 Course status	Content3)	SC
							Attendance type4)	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					26
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	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Attendance and participation in lectures for at least 50% of the activities in the respective semester counts for 10% of the final grade. Use of mobile phones during the lecture cancels attendance for that lecture. Fraud or attempted fraud is sanctioned according to art. 22 of the Regulation on student professional activity.
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5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • The seminar score is awarded upon simultaneous fulfilment of two requirements: • - attendance at least 50% of the seminar activities in the respective semester • - presenting and submitting the seminar project assigned by the teacher. • The seminar score can only be obtained during the semester in which the course is in the timetable. It is not submitted to the teacher by email/uploaded on the platform after the calendar end of the teaching activity, nor at the re-examination. • Use of mobile phones during the lecture cancels attendance for that seminar. • The seminar score accounts for 30% of the final grade.
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6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication.</p> <p>LO 2.1.2. The student identifies concepts related to the public and mass-media audience, measurement methods and audience indicators.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion (information framing, audience trends and interests, psychic processes, conformism).</p> <p>Skills:</p> <p>LO 2.2.1. The student selects the models that explain a communication situation in the context of a professional problem.</p> <p>LO 2.2.2. The student analyses the characteristics, needs and expectations of the target audience using appropriate models, grids, tests and software applications.</p> <p>LO 2.2.3. The student adapts messages to various situations and categories or segments of audience.</p> <p>Responsibility and autonomy:</p> <p>LO 2.3.2. The student uses communication models, media theories and audience indicators to design, adapt or evaluate media plans.</p> <p>CP.4 Management of audience interaction in the online environment</p> <p>Skills:</p> <p>LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand.</p> <p>Responsibility and autonomy:</p> <p>LO 4.3.1. The student applies principles and methodologies for public-opinion research.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p>

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

7.1 General course objective	Cyberpsychology studies the way in which the widely spread technology of computers, in particular the Internet, influences individuals at the cognitive, affective and behavioural levels both online and in everyday life. We focus on the practical application of the implications derived from this field with a view to increasing our well-being in this digital era.
7.2 Specific objectives	Students will be able to: Explain the online disinhibition effect Identify the characteristics of interpersonal relationships in the digital space Identify and react appropriately to various forms of cyberbullying Recognise and react appropriately to Internet addiction Identify socially undesirable contents generated by social learning facilitated by digital media.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The birth of cyberspace and Internet psychology.	Viewing and analysing digital content, heuristic conversation	2	
The psychology of the Internet - architecture and presence.	Viewing and analysing digital content, heuristic conversation	2	
Cyberspace vs. real psycho-social space.	Viewing and analysing digital content, heuristic conversation	2	
Personal online identity - the online disinhibition effect.	Viewing and analysing digital content, heuristic conversation	2	
Interpersonal relationships in the digital space. First impression online vs. face-to-face. Online dating.	Viewing and analysing digital content, heuristic conversation	2	
Text talk - anatomy of email messages; creative keyboarding techniques; mobile texting, class chat.	Viewing and analysing digital content, heuristic conversation	2	
The selfie - photography as representation of identity; psycho-social aspects of sharing photographs online.	Viewing and analysing digital content, heuristic conversation	2	
Avatars - manifestations of identity; how the avatar hides, reveals and transforms aspects of the self; psychological classification; the avatar as a vehicle for experimenting with experiences.	Viewing and analysing digital content, heuristic conversation	2	
Online groups and communities - group life cycle; techniques for evaluating groups; psychological dynamics of group work and digital classes.	Viewing and analysing digital content, heuristic conversation	2	
Internet addiction - a new pathology; signs of excessive use; types of addiction; remedies.	Viewing and analysing digital content, heuristic conversation	2	

Gaming behaviour - pros and cons.	Viewing and analysing digital content, heuristic conversation	2	
Deviant online behaviour - inappropriate images; cyberbullying; identity theft; hostile language; scams; illegal access.	Viewing and analysing digital content, heuristic conversation	2	
Cybersex.	Viewing and analysing digital content, heuristic conversation	2	
The impact of using digital content on the brain.	Viewing and analysing digital content, heuristic conversation	2	
<p>Bibliography:</p> <p>Amichai-Hamburger, Y. (ed.). 2005. The social Net: Understanding human behavior in cyberspace. Oxford-New York: Oxford University Press.</p> <p>Barrat, J. 2015. Our Final Invention: Artificial Intelligence and the End of the Human Era. St. Martin's Press.</p> <p>Benjamin et al. 2015. Relationship between internet use and depression. in Computers in Human Behavior, 43, pp. 308-312 and Individual Differences, 67, pp. 97-102</p> <p>Carr, N. 2011. The Shallows: What the Internet Is Doing to Our Brains. W. W. Norton & Company.</p> <p>Connolly I. (ed.) 2016. Introduction to Cyberpsychology. Routledge. London and New York.</p> <p>Cunningham, C. 2013. Social networking and impression management: Self-Presentation in the Digital Age. Lanham: Lexington Books.</p> <p>Dewdney, Andrew; Ride, Peter. 2006. The New Media Handbook, Routledge.</p> <p>Ellison, N. et al. 2012. Profile as promise: A framework for conceptualizing veracity in online dating self-presentations, in New media and society, 14(1), 45-62.</p> <p>Hodent, Celia. 2021. The Psychology of Videogames. Routledge.</p> <p>Joinson, A. N., McKenna, K. Y. A., Postmes, T., Reips. 2007. Oxford Handbook of Internet Psychology. Oxford: Oxford University Press.</p> <p>Kirwan, G., Connolly, I., Barton, H., Palmer, M. 2024. An Introduction to Cyberpsychology. Francis & Taylor.</p> <p>Suler, J. 2000. The Psychology of Cyberspace. Rider University.</p> <p>Suler, J. 2004. Computer and cyberspace "addiction", in International Journal of Applied Psychoanalytic Studies. Vol. 1, issue 4, p. 359-362.</p> <p>Tapscott, Don. 2008. Grown Up Digital, McGraw Hill.</p> <p>Thurlow C., Lengel L., Tomic A. 2005. Computer communication: Social interaction and the Internet. London: Sage.</p> <p>Valkenburg, P., Taylor Piotrowski, J. 2007. Plugged in. Yale University Press.</p> <p>Wiederhold, B.K., Bouchard, S. 2014. Advances in Virtual reality and anxiety disorders. Springer.</p> <p>Windley, Ph. J. 2008. Digital Identity, O'Reilly Media.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
What the Internet does to our brains - 5 ways social media influences your brain activity.	Viewing, heuristic conversation, debate	2	
Digital natives - applications.	Viewing, heuristic conversation, debate	2	
Escapism vs. digital escapism.	Viewing, heuristic conversation, debate	2	
Benign vs. toxic digital disinhibition.	Viewing, heuristic conversation, debate	2	
The online disinhibition effect - applications.	Viewing, heuristic conversation, debate	2	

Cyberbullying - applications, examples.	Viewing, heuristic conversation, case studies	2	
What you need to know about Internet addiction.	Viewing, heuristic conversation, debate	2	
Social media and gender.	Viewing, heuristic conversation, debate	2	
Video-game addiction - testimonials.	Viewing, case study, debate	2	
How I illegally accessed an online dating account - case study.	Case study, ethical debate	2	
Gender and cybersex-type behaviour.	Viewing, debate	2	
Social learning facilitated by the Internet - perverse effects.	Viewing, case study, debate	2	
The dark side of the Internet.	Viewing, case study	2	
Syntheses, feedback, evaluations.	Problematisation, interactive dialogue	2	

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- Benjamin et al. 2015. Relationship between internet use and depression. in *Computers in Human Behavior*, 43, pp. 308-312 and *Individual Differences*, 67, pp. 97-102
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- Wiederhold, B.K., Bouchard, S. 2014. *Advances in Virtual reality and anxiety disorders*. Springer.
- Windley, Ph. J. 2008. *Digital Identity*, 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 course content is in line with the teaching 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 explication of the concepts from the course	Oral examination based on the project	50%
	Interventions during the lecture		10%
10.5 Seminar/ laboratory/ project	Correct use of specific concepts and theories	PPT project	30%
10.6 Minimal performance standard			
Correct resolution of 70% of the items in the multiple-choice test. Obtaining a minimum score at the seminar (>0).			

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

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

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Critical Thinking							
2.2 Course convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.4 Study year	I	Semester	2	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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					35
Additional documentation in libraries, on specialised electronic platforms and in the field					35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					35
Tutorial					1
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 credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	
4.2 competences-related	.

5. Conditions (if applicable)

5.1 for course development	Cheating or attempted cheating, as well as complicity in cheating regardless of the form of commission at the examination, is sanctioned according to article 22 of the Regulation on student professional activity.
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> To obtain seminar points, students must attend at least 70% of the total activities (5 out of 7 seminars).

	<ul style="list-style-type: none"> • Students will only participate in seminar activities with the group to which they have been assigned by the Dean's Office. • The final seminar grade is represented by the simple arithmetic mean of the grades allocated for all seminar topics of Critical Thinking. • The seminar grade represents one third of the final grade (i.e. 30%). • Students may receive bonuses of up to one cumulative point for answers to specific questions.
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6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of communication. - LO 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts, assuming collective and individual responsibilities</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student knows the principles of teamwork and professional communication. <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student uses digital collaboration tools. - LO 5.2.2. The student communicates effectively in interdisciplinary teams. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.3.1. The student assumes roles and responsibilities in the team. - LO 5.3.2. The student complies with professional ethics and academic integrity norms.

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

7.1 General course objective	Familiarising students with the issues, concepts, theories and methods of investigating and evaluating acts of thought; developing the capacity for critical analysis of media discourse and argumentation in digital contexts.
7.2 Specific objectives	<ul style="list-style-type: none"> - Revealing the elementary structures of acts of thought. - Setting out the principles, methods and rules of correct thinking. - Classifying and examining the main types of thinking errors. - Explaining the categories of premeditated deviations from the rules of correct thinking. - Applying critical thinking to the analysis of digital-media discourse.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introductory lecture: the relevance of formal logic and argumentation theory in critical thinking	PPT presentation, debate	2	
2. Logical principles	PPT presentation, lecture	2	

3. Introductory notions about the logic of terms. Structure and classification of terms	PPT presentation, lecture	2	
4. Logical relations between general terms	PPT presentation, lecture	2	
5. Definitions and their structure. Classification of definitions. Rules for defining terms	PPT presentation, lecture	2	
6. Introductory notions about propositional logic. Structure and classification of categorical propositions	PPT presentation, lecture	2	
7. Propositional logic with truth-functional operators	PPT presentation, debate	2	
8. Theory of inferences: immediate inferences	PPT presentation, debate	2	
9. Theory of inferences: the categorical syllogism	PPT presentation, lecture	2	
10. The notion of argumentation	PPT presentation, lecture	2	
11. Language as a factor in argumentation	PPT presentation, lecture	2	
12. The characteristics of critical thinking	PPT presentation, lecture	2	
13. Conjectures and refutations: how we construct theories about social phenomena	PPT presentation, lecture	2	
14. Critical thinking and cultural variation. Review lecture	PPT presentation, debate	2	
<p>Bibliography:</p> <p>Barnet, S. & Bedau, H. (2014). <i>Critical Thinking, Reading and Writing</i>. Bedford/St. Martin's.</p> <p>Black, M. (2018). <i>Critical Thinking: An Introduction to Logic and Scientific Method</i>. Muriwai Books.</p> <p>Davies, M. & Barnett, R. (eds.) (2015). <i>The Palgrave Handbook of Critical Thinking in Higher Education</i>. Palgrave Macmillan.</p> <p>Epstein, R. L. & Kernberger, C. (2006). <i>Critical Thinking</i>. Thomson Wadsworth.</p> <p>Falkenstein, L., Stapleford, S., & Kao, M. (2022). <i>Logic Works: A Rigorous Introduction to Formal Logic</i>. Routledge.</p> <p>Hanscomb, S. (2017). <i>Critical Thinking: The Basics</i>. Routledge.</p> <p>Hurley, P. J. & Watson, L. (2018). <i>A Concise Introduction to Logic</i>, 13th ed. Cengage Learning.</p> <p>Marcus, R. (2018). <i>Introduction to Formal Logic with Philosophical Applications</i>. Oxford University Press.</p> <p>Perelman, C. (1979). <i>The New Rhetoric and the Humanities</i>. D. Reidel Publishing.</p> <p>Smith, P. (2020). <i>An Introduction to Formal Logic</i>, 2nd ed. Cambridge University Press.</p> <p>Toulmin, S. (2003). <i>The Uses of Argument</i>. Cambridge University Press.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Introductory seminar: the relevance of formal logic and argumentation theory in critical thinking. Logical principles	Debate, PPT presentation	2	
2. Introductory notions about the logic of terms. Structure and classification of	PPT presentation, applications	2	

terms. Logical relations between general terms			
3. Definitions and their structure. Classification of definitions. Rules for defining terms	Case study, applications, assignments	2	
4. Introductory notions about propositional logic. Structure and classification of categorical propositions. Propositional logic with truth-functional operators	Case study, PPT presentation, applications, assignments	2	
5. Theory of inferences: immediate and mediated inferences. The categorical syllogism	Case study, PPT presentation, assignments	2	
6. The notion of argumentation. Language as a factor in argumentation	PPT presentation, assignments	2	
7. Characteristics of critical thinking. Conjectures and refutations	Case study, PPT presentation	2	
<p>Bibliography:</p> <p>Epstein, R. L. & Kernberger, C. (2006). <i>Critical Thinking</i>. Thomson Wadsworth.</p> <p>Barnet, S. & Bedau, H. (2014). <i>Critical Thinking, Reading and Writing</i>. Bedford/St. Martin's.</p> <p>Black, M. (2018). <i>Critical Thinking: An Introduction to Logic and Scientific Method</i>. Muriwai Books.</p> <p>Davies, M. & Barnett, R. (eds.) (2015). <i>The Palgrave Handbook of Critical Thinking in Higher Education</i>. Palgrave Macmillan.</p> <p>Epstein, R. L. & Kernberger, C. (2006). <i>Critical Thinking</i>. Thomson Wadsworth.</p> <p>Falkenstein, L., Stapleford, S., & Kao, M. (2022). <i>Logic Works: A Rigorous Introduction to Formal Logic</i>. Routledge.</p> <p>Hanscomb, S. (2017). <i>Critical Thinking: The Basics</i>. Routledge.</p> <p>Hurley, P. J. & Watson, L. (2018). <i>A Concise Introduction to Logic</i>, 13th ed. Cengage Learning.</p> <p>Marcus, R. (2018). <i>Introduction to Formal Logic with Philosophical Applications</i>. Oxford University Press.</p> <p>Perelman, C. (1979). <i>The New Rhetoric and the Humanities</i>. D. Reidel Publishing.</p> <p>Smith, P. (2020). <i>An Introduction to Formal Logic</i>, 2nd ed. Cambridge University Press.</p> <p>Toulmin, S. (2003). <i>The Uses of Argument</i>. Cambridge University Press.</p>			

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 provides solutions in line with the current recommendations and regulations of the epistemic communities and professional associations regarding the development of students' competences in the Digital Media field, particularly for the critical analysis of discourse and disinformation.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the main components of acts of thought; the ability to apply logical rules and to analyse arguments.	Written examination in the form of a multiple-choice test (summative assessment)	70%

10.5 Seminar/ laboratory/ project	Correct completion of assignments and applied work (continuous assessment).	Assessment with objective items	30%
10.6 Minimal performance standard			
The student must demonstrate knowledge of the main components of acts of thought and master the techniques of efficient, concise and correct communication of abstract concepts and ideas; obtaining a minimum of 50% of the total score.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Mihai BURLACU, Ph.D., Course holder	Associate Professor Mihai BURLACU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Marketing							
2.2 Course convenor	Professor Florin NECHITA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Marius MANIC, Ph.D.							
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content3)	CC
							Attendance type4)	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					15
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					35
Tutorial					2
Examinations					1
Other activities.....					
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector and laptop

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication.</p> <p>LO 2.1.2. The student identifies concepts related to the public and mass-media audience, measurement methods and audience indicators.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion (information framing, audience trends and interests, psychic processes, conformism).</p> <p>Skills:</p> <p>LO 2.2.1. The student selects the models that explain a communication situation in the context of a professional problem.</p> <p>LO 2.2.3. The student adapts messages to various situations and categories or segments of audience.</p> <p>Responsibility and autonomy:</p> <p>LO 2.3.2. The student uses communication models, media theories and audience indicators to design, adapt or evaluate media plans.</p> <p>CP.4 Management of audience interaction in the online environment</p> <p>Skills:</p> <p>LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand.</p> <p>Responsibility and autonomy:</p> <p>LO 4.3.1. The student applies principles and methodologies for public-opinion research.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Understanding the place of communication activities within the marketing strategy of organisations. Offering an overall perspective on the field of marketing and management of an organisation and on how communication contributes to fulfilling its objectives.
7.2 Specific objectives	<ul style="list-style-type: none"> The fundamentals and basic principles of marketing and organisational management. Addressing communication-related issues and their relationship with the other functions of organisations. Understanding ethical and social aspects of marketing and marketing management.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The evolution and meaning of the main marketing concepts	Prelegere participativă, expunere interactivă, exemplificare	4	
Ethical and social aspects of marketing	Participatory lecture, debate, exemplification	2	
The marketing communication environment	Participatory lecture, debate, web research, exemplification	4	
Market segmentation	Participatory lecture, debate, exemplification	2	
The objectives of marketing programmes	Prelegere participativă, expunere interactivă	2	
Understanding consumer behaviour	Participatory lecture, problematisation, exemplification	2	
Positioning and repositioning of the offer	Classical lecture, problematisation, exemplification	2	
Product policy and the launching of new products	Classical lecture, problematisation, exemplification	4	
Pricing policies	Classical lecture, exposition, exemplification	2	
Building the strategy and delivering marketing communication messages	Classical lecture, problematisation, web research, exemplification	4	
<p>Bibliography:</p> <p>Aaker, D. A., Kumar, V., Leone, R. P., & Day, G. S. (2013). <i>Marketing research: International student version</i>. New York, NY: John Wiley & Sons.</p> <p>Dolnicar, S., Grün, B., & Leisch, F. (2018). <i>Market segmentation analysis: Understanding it, doing it, and making it useful</i>. Springer Nature.</p> <p>Foxall, G. R. (Ed.). (2016). <i>The Routledge companion to consumer behavior analysis</i>. Routledge.</p> <p>Kotler, P., & Keller, K. L. (2020). <i>Marketing Management. Global Edition</i>. Pearson Education.</p> <p>Kotler, P., & Keller, K. L. (2016). <i>A Framework for Marketing Management. Global Edition</i>. Harlow, England: Pearson.</p> <p>Kotler, P., Kartajaya, H., & Setiawan, I. (2017). <i>Marketing 4.0: Moving from traditional to digital</i>. John Wiley & Sons.</p> <p>Kotler, P., Pfoertsch, W., & Sponholz, U. (2020). <i>H2H Marketing: The Genesis of Human-to-Human Marketing</i>. Springer Nature.</p> <p>McDonald, M., & Dunbar, I. (2013). <i>Market segmentation: How to do it and how to profit from it</i>. Chichester: John Wiley & Sons.</p> <p>Nechita, F. (2022). <i>An Introduction to Museum Marketing Communication in the Digital Age</i>. Presa Universitară Clujeană.</p> <p>Parsons, E., & MacLaran, P. (2009). <i>Contemporary Issues in Marketing and Consumer Behaviour</i>. Elsevier.</p> <p>Sarstedt, M., & Mooi, E. (2019). <i>A concise guide to market research: The Process, Data, and Methods Using IBM SPSS Statistics</i>. Springer Nature.</p> <p>Solomon, M. R., Bamossy, G. J., Askegaard, S., & Hogg, M. K. (2016). <i>Consumer Behaviour: A European Perspective. Sixth Edition</i>. Pearson Education.</p>			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The evolution and meaning of the main marketing concepts	Interactive exposition, conversation, exemplification, team exercises, web research	2	
The marketing environment	Interactive exposition, conversation, exemplification, team exercises	2	
Market segmentation and positioning of the offer	Interactive exposition, team exercises, web research	2	
Product policies and launching new products	Interactive exposition, team exercises, web research	2	
Brand and branding	Interactive exposition, team exercises, exemplification	2	
Distribution of products and services	Interactive exposition, team exercises, exemplification	2	
Marketing communication	Interactive exposition, team exercises, web research	2	

Bibliography:

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

Dolnicar, S., Grün, B., & Leisch, F. (2018). *Market segmentation analysis: Understanding it, doing it, and making it useful*. Springer Nature.

Foxall, G. R. (Ed.). (2016). *The Routledge companion to consumer behavior analysis*. Routledge.

Kotler, P., & Keller, K. L. (2020). *Marketing Management. Global Edition*. Pearson Education.

Kotler, P., & Keller, K. L. (2016). *A Framework for Marketing Management. Global Edition*. Harlow, England: Pearson.

Kotler, P., Kartajaya, H., & Setiawan, I. (2017). *Marketing 4.0: Moving from traditional to digital*. John Wiley & Sons.

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

McDonald, M., & Dunbar, I. (2013). *Market segmentation: How to do it and how to profit from it*. Chichester: John Wiley & Sons.

Nechita, F. (2022). *An Introduction to Museum Marketing Communication in the Digital Age*. Presa Universitară Clujeană.

Parsons, E., & MacLaran, P. (2009). *Contemporary Issues in Marketing and Consumer Behaviour*. Elsevier.

Sarstedt, M., & Mooi, E. (2019). *A concise guide to market research: The Process, Data, and Methods Using IBM SPSS Statistics*. Springer Nature.

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 course content is updated in line with current specialist literature in the field and marketing and communication practices at national and international level. The course content is in line with activities carried out in other university centres in the country and abroad. Representatives from the marketing and communication industry are present in lectures with a frequency of 1-2 hours per semester.

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 the specific concepts and theories presented in the lectures and grounded in the mandatory bibliography	Oral examination with the presentation of a synthesis paper	45%
		Group presentation of a topic from the previous course content	5%
10.5 Seminar/ laboratory/ project	Attendance record (minimum 5 out of 7)	Directly proportional to the number of attendances	20%
	Mastery of the field's language and understanding of specific concepts and theories	Completion and oral presentation of topics on assigned subjects	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Understanding general and specific concepts of the field studied. Drafting, formatting and presenting a specialist paper on a current topic in the field, using various sources and tools of information. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Florin NECHITA, Ph.D., Course holder	Marius MANIC, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Information Literacy							
2.2 Course convenor	Professor eng. marketing Angela REPANOVICI, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Maria Cristina BULARCA, Ph.D.							
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					10
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	92				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> • Knowledge of using a computer and the Internet. • Minimum knowledge of drafting a general paper. • Minimum knowledge of the right to use information from bibliographic sources. 	Not
4.2 competences-related	<ul style="list-style-type: none"> • Be able to use the computer to access information. • Be able to work in Excel, doc, Power Point. • Be able to produce a general paper on a given subject. 	Not

5. Conditions (if applicable)

5.1 for course development	Video projector, computer, internet connection, blackboard
5.2 for seminar/ laboratory/ project development	Network of computers connected to the Internet, video projector, access to databases subscribed to by the university

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <p>LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric.</p> <p>LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies production practices appropriate to different types of content and media channels.</p> <p>LO 3.2.2. The student applies spelling and grammar rules in professional texts.</p> <p>LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces a content or media product for broadcasting on one or more channels.</p> <p>LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving and distributing information in professional contexts.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	<p>Improving students' abilities to locate, collect and evaluate information in any format. The course supports the university curriculum and participation in the academic communication process for promoting and acquiring the information skills needed for a professional career.</p> <p>General competences regarding information literacy are structured around 3 components: accessing, evaluating and using information.</p> <p>Within the course, students will acquire the specific competences required in the documentation and subsequent communication of scientific information.</p>
7.2 Specific objectives	<p>After completing this course, students will acquire the abilities to:</p> <ol style="list-style-type: none"> 1. Formulate a search strategy to find information on a selected topic. 2. Search for documents in the online catalogue, identify and use them. 3. Search databases, identify articles. 4. Use search engines to obtain information on the www.

	<p>5. Evaluate information sources for accuracy, authority, objectivity, purpose, currency and appropriateness.</p> <p>6. Demonstrate understanding of the basic notions of plagiarism and copyright in scientific research.</p> <p>7. Use citations following the citation standards APA, MLA, Turabian, Harvard, ISO and other citation styles.</p>
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The information society. The information explosion. Information and communication technology.	Lecture, heuristic conversation, problematisation	1	
Information organisation. Types of documents. Library classifications. Bibliographic records.	Lecture, heuristic conversation, problematisation	1	
Defining an information need. International standards for information literacy.	Lecture, heuristic conversation, problematisation	1	
Accessing information. Information-retrieval tools.	Lecture, heuristic conversation, problematisation	1	
Search strategies. Online catalogues. Search engines.	Lecture, heuristic conversation, problematisation	1	
Information evaluation. Criteria for evaluating information.	Lecture, heuristic conversation, problematisation	1	
Impact factor. Elements of scientometrics.	Lecture, heuristic conversation, problematisation	1	
Information management. Citation standards. Bibliographic references.	Lecture, heuristic conversation, problematisation	1	
Communication of information. Deviations from intellectual-work technique.	Lecture, heuristic conversation, problematisation	1	
Intellectual property law.	Lecture, heuristic conversation, problematisation	1	
Plagiarism. Plagiarism-detection software.	Lecture, heuristic conversation, problematisation	1	
Methods for presenting academic projects.	Lecture, heuristic conversation, problematisation	1	
Open access to information. Open Access and institutional digital repositories.	Lecture, heuristic conversation, problematisation	1	
Synthesis and review.	Interactive lecture	1	
<p>Bibliography:</p> <p>Repanovici A, Landoy A. Information literacy and environmental sustainability correlation in using and communicating information. Vol. 552, Communications in Computer and Information Science. 2015.</p> <p>2. Cornelia AM, Gabor D, Repanovici A. E-legislation for citizens - Open access to indexed legal information available online. In: Proceedings of the European Conference on e-Government, ECEG. 2014.</p>			

3. Information Literacy online modules			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Research in the online catalogue of the university library. Familiarisation with document types, search strategies, descriptors. Searching online catalogues of other libraries (BNR, Romanian Academy, foreign libraries).	Discussions, practical exercises	2	
Research in the databases to which the university subscribes. Identifying descriptors, search strategies. The difference between the web and databases.	Practical exercises, case study	2	
Building a search strategy. Boolean operators, synonyms, parentheses, truncation, nesting. Producing a mini-bibliography on a set topic. Critical evaluation of information.	Practical exercises, workshop	2	
Search strategies on the web, institutional digital repositories, open-access journals.	Practical exercises	2	
Using citation standards and writing bibliographic references. Using References in Microsoft Word.	Practical exercises	2	
Strategies for avoiding plagiarism. Using plagiarism-detection software.	Practical exercises, case study	2	
Methods of communicating information. Presentation of the final project.	Individual presentations, discussions	2	
Bibliography: Repanovici A, Landoy A. Information literacy and environmental sustainability correlation in using and communicating information. Vol. 552, Communications in Computer and Information Science. 2015. 2. Cornelia AM, Gabor D, Repanovici A. E-legislation for citizens - Open access to indexed legal information available online. In: Proceedings of the European Conference on e-Government, ECEG. 2014.			
3. Information Literacy online modules			

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 content is in line with educational requirements in the field of information literacy, with a view to acquiring the skills needed to train 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	Knowledge of:	Online test	50%

	<ul style="list-style-type: none"> - information sources - search strategies - descriptors for describing documents - information evaluation - standards for citing and writing references 		
10.5 Seminar/ laboratory/ project	<ul style="list-style-type: none"> - the ability to use new technologies and the Internet - the ability to critically evaluate information and present it ethically - application of theoretical knowledge 	Project	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Transforming an information need into a research strategy, identifying information resources and producing a bibliographic list using citation standards, bibliographic references and the ethics of information use. • Communicating the research through a written project and a presentation. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Angela REPANOVICI, Ph.D. eng., marketing	Lecturer Maria Cristina BULARCA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Writing Techniques for Digital Media							
2.2 Course convenor	Roxana SHIELDS, Ph.D,							
2.3 Seminar/ laboratory/ project convenor	Iuliana BARBU, PhD .student							
2.4 Study year	I	Semester	2	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					24
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector and laptop

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <p>LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric for informing, convincing or motivating the audience.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies production practices appropriate to different types of content and media channels.</p> <p>LO 3.2.2. The student applies spelling and grammar rules, ensuring coherence and clarity of texts in professional contexts.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels.</p> <p>LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical or academic).</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p>

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

7.1 General course objective	Learning the main techniques for drafting and structuring different types of content specific to the digital media field and identifying the basic principles of an effective persuasive message.
7.2 Specific objectives	<p>Developing the ability to recognise different types of texts for mass-media - especially digital media; skills for communicating in the digital environment.</p> <p>The ability to draft and edit an original text (journalistic, promotional or academic); identifying the main elements in the structure of a web page; producing a writing project for digital media.</p> <p>Developing ethical responsibility in writing; appreciation of the quality and clarity of written communication.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Presentation of course objectives. Brainstorming on possible writing techniques. Writing as an essential	Interactive lecture, exemplification through projected images	1	

process in creating media products. Types of writing for digital media.			
Types of journalism. Basic principles of journalism and alignment of writing techniques with these principles. Brief presentation of types of online writing (feature, technical, social media, copywriting, reporting, ghostwriting, press release, etc.).	Lecture, exemplification through projected images	2	
Newspaper article structure. Similarities and differences with the online version. The news story (the 5W rule, the inverted pyramid). The title: subtitle, surtitle, intertitle, headline. The editorial.	Lecture, projection of examples, exemplification	2	
The lead - types in journalism and digital media.	Lecture with projected examples, explanation	1	
Advertising (social platforms, blogs, corporate websites, artistic websites).	Interactive lecture, explanation, identification of advertising types	2	
The listicle and the top. The announcement (on social networks, blogs).	Lecture, explanation, examples	1	
Multimedia content. Hypertextuality.	Interactive lecture, brainstorming, visual examples	1	
Digital reportage.	Lecture, examples of digital reportage, discussions	1	
Rhetoric and persuasion techniques. Elements of propaganda.	Lecture, exemplification with posters, billboards, photographs, film fragments, text, objects and multimedia	3	
<p>Bibliography</p> <p>Bromley, Michael. Journalism, London: Hodder and Stoughton, (1999), Barițiu Library</p> <p>Bromley, Michael. Media studies: an introduction to journalism, London: Hodder and Stoughton, (1995), Barițiu Library</p> <p>Dick, Jil. Writing for magazines, London: A and C Black (1996), Barițiu Library</p> <p>Filak, Vincent F. Dynamics of media editing, (2020), online resource at the University Library</p> <p>Giles, Vic and Hodgson, F.W. Creative newspaper design, Oxford: Focal Press, (1996), Barițiu Library (https://archive.org/details/craftingdigitalw000hick/page/n9/mode/2up)</p> <p>Hooper, Brad. Writing reviews for readers' advisory, (2010), online resource at the University Library News writing / Anna McKane. (2006)</p> <p>Marshall, Carrie. Writing for social media, Swindon: BCS Learning and Development Ltd. (2018), Barițiu Library</p> <p>McKane, Anna. News writing, London: Sage, (2006), online resource at the University Library</p> <p>Morrish, John. Magazine editing, London; New York: Routledge, (1996), Barițiu Library</p> <p>Phillips, Angela. Good writing for journalists: narrative, style, structure, SAGE Publications Ltd, (c2007), online resource at the University Library</p> <p>Ries Al, Ries Laura. The 11 Immutable Laws of Internet Branding, Bucharest: Brandbuilders Grup (2006), Barițiu Library</p> <p>Wheeler, Adrian. Writing for the media, (FPRCA), (2019), online resource at the University Library</p> <p>A Brief (Visual) History of the Internet (https://www.speedtest.net/about/knowledge/internet-history)</p>			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to seminar structure and evaluation method. Presentation of the list of topics for presentations and setting the calendar. Topic proposal with the group: an attempt at drafting a text for digital media demonstrating the application of writing techniques.	Interactive workshop, teamwork, demonstration	4	
Individual student presentations (projector) with original writing works for a particular type of digital media: feature writing, report writing, case-study writing, copywriting.	Student presentations, discussions, feedback	6	
Individual presentations: social media writing, SEO writing, press release writing, blog post.	Student presentations, discussions, feedback	6	
Group presentations: team production of a web page/blog with several types of content (text, image, video) illustrating the writing techniques studied.	Teamwork, workshop, presentations	6	
Practical applications: analysis of a proposed text and rewriting exercises in different styles (advertising, journalistic, academic, social media).	Individual and team work, exercises	4	
Synthesis and final evaluation.	Discussions, feedback	2	
<p>Bibliography</p> <p>Gibson T. & Lipton, M. <i>Research, Write, Create</i>, OUP, Canada, 2014 (https://archive.org/details/researchwritecre0000unse/page/n9/mode/2up)</p> <p>Hicks, Troy. <i>Crafty Original Writing</i>, Heinemann, Portsmouth, 2013</p> <p>Hooper, Brad. <i>Writing reviews for readers' advisory</i>, (2010), online resource at the University Library News writing / Anna McKane. (2006)</p> <p>Phillips, Angela. <i>Good writing for journalists: narrative, style, structure</i>, SAGE Publications Ltd, (c2007), online resource at the University Library</p> <p>Wheeler, Adrian. <i>Writing for the media</i>, (FPRCA), (2019), online resource at the University Library</p> <p>McKane, Anna. <i>News writing</i>, London: Sage, (2006), online resource at the University Library</p> <p>Filak, Vincent F. <i>Dynamics of media editing</i>, (2020), online resource at the University Library</p> <p>Marshall, Carrie. <i>Writing for social media</i>, Swindon: BCS Learning and Development Ltd. (2018), Barițiu Library</p> <p>Dick, Jil. <i>Writing for magazines</i>, London: A and C Black (1996), Barițiu Library</p> <p>Bromley, Michael. <i>Journalism</i>, London: Hodder and Stoughton, (1999), Barițiu Library</p> <p>Morrish, John. <i>Magazine editing</i>, London; New York: Routledge, (1996), Barițiu Library</p> <p>Handa, Carolyn. <i>Visual rhetoric in a digital world: a critical sourcebook</i>, Bedford/St. Martin's, 2004 (https://archive.org/details/visualrhetoricin0000hand/page/n3/mode/2up)</p>			

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 lays the foundation for understanding and correctly using the basic terms related to writing techniques for digital media and, through its applied practical exercises, opens up various professional avenues (digital journalism, copywriting, content marketing, SEO writing, social media). The content is aligned with the requirements of employers in the digital environment and complies with the recommendations of the current curriculum.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the writing techniques presented in the course.	Examination - multiple-choice test	50%
10.5 Seminar/ laboratory/ project	1) Demonstrating individual study through oral presentation; 2) Active participation in the seminar (interventions, contributions to discussions).	Evaluation form completed during the presentation + score accumulated throughout the semester	25% + 25%
10.6 Minimal performance standard			
Demonstrating participation in the seminar by expressing at least 4 opinions during the semester. Oral presentation delivered on time. Minimum grade of 5 in both the seminar and the examination.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Roxana SHIELDS, Ph.D. Course holder	Iuliana BARBU, PhD student, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	French Language 2							
2.2 Course convenor	Lecturer Iringó CORA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Iringó CORA, Ph.D.							
2.4 Study year	I	Semester	2	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in French.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in French to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>LO1.3.1. The student autonomously uses Francophone resources (dictionaries, terminology databases, French-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>LO5.2.1. The student uses online tools (French-language learning platforms, Francophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>LO5.3.1. The student collaborates with others in teams to solve professional tasks formulated in French.</p> <p>LO5.3.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in French.</p> <p>LO5.3.3. The student demonstrates intercultural sensitivity by participating in different Francophone communities and networks.</p>

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

7.1 General course objective	Continuation of the acquisition, consolidation and deepening of French-language knowledge at beginner-intermediate level, with emphasis on the adjective and pronoun systems and on elements of orthography. Developing students' ability to express themselves fluently and precisely in oral and written communication situations.
7.2 Specific objectives	<p>A. Cognitive: Acquiring the rules of adjective agreement in gender and number, the pronominal system (personal, possessive, demonstrative, interrogative, exclamative), numeric determiners and orthographic signs.</p> <p>B. Professional: The ability to use advanced French-language structures for expressing condition, comparison and interpersonal relationships in a professional context.</p> <p>C. Affective/value-related: Consolidating an open attitude towards Francophone culture and confidence in one's own ability to express oneself in French.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Le féminin et le pluriel des adjectifs	Interactive lecture	2	
Caractéristiques du pronom : le pronom personnel et le pronom possessif	Interactive lecture	2	
Le pronom démonstratif, interrogatif et exclamatif	Interactive lecture	2	

Les déterminants numériques	Interactive lecture	2	
Les signes orthographiques	Interactive lecture	2	
Révision (I)	Interactive lecture	2	
Révision (II)	Interactive lecture	2	
Bibliography: Jobin Rachel, Tamiozzo, Voix croisées. Français langue seconde 100-101, Québec, Chenelière Éducation, 2016. Laurent Nicolas, Bénédicte Delaunay, Bescherelle, La grammaire pour tous, Hatier, Paris, 2012. Le Nouveau Bescherelle, L'orthographe pour tous, Hatier, Paris, 1987, 2012. Riegel Martin, Pellat Jean-Christophe, Rioul René, Grammaire méthodique du français, Paris, PUF, 8e édition 2021. Vigner Gérard, Enseigner le français comme langue seconde, Paris, CLE International, 2002.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Parler des lieux et des objets	Conversation workshop / Interactive	2	
Exprimer une condition	Conversation workshop / Interactive	2	
Comparer et caractériser	Conversation workshop / Interactive	2	
Parler aux autres	Conversation workshop / Interactive	2	
Inviter, excuser, demander, proposer, donner des instructions	Conversation workshop / Interactive	2	
Parler de soi	Conversation workshop / Interactive	2	
Révision	Conversation workshop / Interactive	2	
Bibliography: CEFR, Common European Framework of Reference for Languages: Learning, teaching, assessment (coe.int). European Centre for Modern Languages of the Council of Europe - ECML/CELV. ARTE; TV5 - https://enseigner.tv5monde.com/ . Claire Miquel, Communication progressive du français, Niveau débutant, CLE International, 2004.			

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

The contents of the French Language course are able to develop students' French-language communication competences, preparing them for integration into international Francophone professional environments. The course content is aligned with the Common European Framework of Reference for Languages (CEFR).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the theoretical information presented in the course.	Continuous assessment – throughout the semester	30%

10.5 Seminar/ laboratory/ project	The proper application of the theoretical information covered in the course.	Summative Assessment – End-of-Semester Written Exam	70%
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in French, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Iringó CORA, Ph.D., Course holder	Lecturer Iringó CORA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Spanish Language 2							
2.2 Course convenor	Lecturer Raluca ALEXE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Raluca ALEXE, Ph.D.							
2.4 Study year	I	Semester	2	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in Spanish.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in Spanish to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Hispanophone resources (dictionaries, terminology databases, Spanish-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>LO.5.1.1. The student uses online tools (Spanish-language learning platforms, Hispanophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in Spanish.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in Spanish.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Hispanophone communities and networks (Spain, Latin America).</p>

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

7.1 General course objective	Continuation of Spanish-language learning, with emphasis on the verbal system (past tenses, future, conditional) and on prepositions. By the end of the semester, students will be able to hold simple conversations on topics of history, biography, preferences and mass-media in Spanish.
7.2 Specific objectives	<p>Acquiring the verbal tenses and moods of the indicative (pretérito indefinido, perfecto, imperfecto, pluscuamperfecto, futuro, condicional) and the Spanish prepositional system.</p> <p>The ability to recount past events, to talk about biographies, to express tastes and preferences, to make appraisals and comparisons, to discuss professions and mass-media.</p> <p>Developing the ability to appreciate the cultural diversity of the Hispanic world.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
El verbo: Pretérito indefinido	Exposition, interactive lecture	2	
Pretérito perfecto	Exposition, interactive lecture	2	
Pretérito imperfecto	Exposition, interactive lecture	2	
Pretérito pluscuamperfecto	Exposition, interactive lecture	2	
El futuro	Exposition, interactive lecture	2	
El condicional	Exposition, interactive lecture	2	
Las preposiciones	Exposition, interactive lecture	2	
Bibliography:			

L. Gómez Torrego, Gramática didáctica del español, Ediciones SM, Madrid, 2009.			
L. Gómez Torrego, Manual de español correcto, Arco Libros, Madrid, 2009.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Referir acontecimientos pasados	Group work / Conversation workshop	2	
Acontecimientos históricos, políticos y sociales	Group work / Conversation workshop	2	
Biografía y relatos	Group work / Conversation workshop	2	
Expresar gustos y preferencias	Group work / Conversation workshop	2	
Hacer valoraciones y comparaciones	Group work / Conversation workshop	2	
Perfiles profesionales	Group work / Conversation workshop	2	
Medios de comunicación	Group work / Conversation workshop	2	
Bibliography: P.A. Olaneta, Thematic Vocabulary of the Spanish Language, Niculescu, 2009. España, ayer y hoy. Itinerario de cultura y civilización, SGEL, 2009. Nuevo VEN 1, Editorial Edelsa, Madrid, 2009. Gente Hoy 1, Editorial Difusión, Barcelona, 2013.			

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

The contents of the Spanish Language course are able to develop students' Spanish-language communication competences, preparing them for integration into international Hispanophone professional environments (Spain and Latin America). The course content is aligned with the Common European Framework of Reference for Languages (CEFR).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester (course participation + written test - colloquium)	40%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the course; the ability to express oneself fluently in both oral and written form; solving practical applications.	Continuous assessment (seminar participation + practical applications)	60%

10.6 Minimal performance standard

Producing a grammatically correct and logically articulated oral/written discourse in Spanish, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level. Attending lectures and seminars.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Raluca ALEXE, Ph.D., Course holder	Lecturer Raluca ALEXE, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Physical Education and Sports 2							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	Lecturer Ștefan ALECU, Ph.D.							
2.4 Study year	I	semester	2	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	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	0	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	14	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					4
Additional documentation in libraries, on specialised electronic platforms and in the field					4
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					4
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	16				
3.8 Total number per semester	30				
3.9 Number of credits5)	1				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Medical clearance certifying state of health compatible with physical exercise.

5. Conditions (if applicable)

5.1 for course development	Not applicable
5.2 for seminar/ laboratory/ project development	Sports hall, sports field, swimming pool, ice rink, ski slope (depending on the chosen module), appropriate sports equipment.

6. Specific competences and learning outcomes

Professional competences	Not applicable - the course mainly contributes to the development of transversal competences (CT.5).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses verbal and non-verbal communication strategies in the context of team sports activities.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in sports teams to achieve a common result, respecting the rules of play and fair play.</p> <p>L.O.5.2. The student plans/assumes and follows their own programme of practising physical activities to maintain health and an optimal mental state.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity and inclusion by participating in diverse sports teams.</p>

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

7.1 General course objective	Consolidating the habit of independently practising sports with a view to maintaining health, achieving an optimal mental state and developing teamwork.
7.2 Specific objectives	<p>Consolidating the technical skills specific to the sports modules; developing the ability to work and play as a team.</p> <p>Consolidating confidence in one's own judgement and decision; cultivating the spirit of fair play and respect for opponents and colleagues.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Not applicable (practical course, no lectures)	-	0	
Bibliography: Not applicable			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
ATHLETICS - Technique of running- and jumping-school exercises; sprint technique and standing start; endurance and cross-country running technique; throwing technique; jumping technique; rules and refereeing; organising and participating in athletic competitions. Test: participation in an athletics competition (one event).	Practical activity / Group work	2	
BASKETBALL - Consolidating stationary and moving passes;	Practical activity / Group work	2	

consolidating stationary and moving shots at the basket; structures with 2-3 players and finishing; bilateral game 2:2, 3:3, 4:4, 5:5; basic notions of rules and refereeing (steps, double dribble). Test: bilateral game.			
AEROBIC GYMNASTICS - Technique of analytical warm-up of muscle groups; exercises for the lower limbs, trunk and upper body; forming the rhythm of execution; effort dosage through heart rate; relaxation notions. Test: building and performing a structure of 8 exercises.	Practical activity / Group work	2	
FOOTBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at goal; structures with 2-3 players; positioning on the field and bilateral game; basic notions of rules and refereeing; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SWIMMING - Forming the habit of breathing at water level; floating and gliding; learning leg movement breaststroke (crawl); learning arm movement breaststroke (crawl); arm-leg coordination; arm-leg-breathing coordination; start technique; rules and refereeing notions. Test: 50 m timed breaststroke (crawl).	Practical activity / Group work	2	
VOLLEYBALL - Consolidating the underhand and overhand serve; consolidating underhand and overhand passing; positioning on the court and player rotation; attack and block; rules and refereeing notions; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SKATING / ALPINE SKIING - Skating: gliding on ice (squats, balance, forward, backward); stopping by heel braking; stopping by side skidding; gathering speed with side steps; changes of direction by crossover stepping; backward movement; speed-launch technique. Alpine skiing: stationary turns on the flat and on a slope; gliding	Practical activity / Group work	2	

with parallel skis on the flat and on a slope; turning technique. Test: 50 m course with four gates.			
Bibliography: -			

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

The contents of the Physical Education and Sports course contribute to the balanced development of students, both physically and socio-emotionally, by forming the habit of independently practising sports activities with a view to maintaining health, achieving an optimal mental state and developing teamwork.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Active participation in seminars; mastery of the basic techniques specific to the sports modules practiced; ability to work as part of a team.	Practical applications	100%
10.6 Minimal performance standard			
Correct execution of a simple scheme from a team game or of a test specific to the chosen module, assessed with a minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
- Course holder	Lecturer Ștefan ALECU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;

- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Media Production I							
2.2 Course convenor	Associate Professor Vlad POPESCU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Nicușor AMARIE							
2.4 Study year	II	Semester	1	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Basic computer-use knowledge

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and computer
5.2 for seminar/ laboratory/ project development	Computer lab with media-processing software (text, sound, image, video editor, multimedia authoring)

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <p>LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric.</p> <p>LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies production practices appropriate to different types of content and media channels.</p> <p>LO 3.2.2. The student applies spelling and grammar rules in professional texts.</p> <p>LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces a content or media product for broadcasting on one or more channels.</p> <p>LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving and distributing information in professional contexts.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	The course and laboratory provide students with basic training in the techniques used in digital-media production, necessary for understanding the general concept of digital media and the functioning and interaction of its components.
7.2 Specific objectives	<p>The graduate's ability to understand and evaluate new technologies and standards in the representation, compression, and manipulation of digital media data.</p> <p>The ability to actively use digital media technologies and text, audio, image, and video components in media production; the ability to use specialized software (text, audio, image, and video editing; multimedia authoring).</p> <p>The development of a rigorous technical approach and a critical mindset regarding the quality of digital media products.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
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Introduction to digital media technologies. Historical perspective. Definition of the concepts of static and dynamic media, and data streams. Multimedia components: text, images, sound, and video. Interaction.	Interactive lecture with video projector	2	
Data compression in digital media. Lossy and lossless compression algorithms. Text compression.	Interactive lecture, solving of examples	4	
Image compression and processing. How the human eye works, image digitization. Colour models. Compression of black-and-white, grayscale, and colour images. Image processing.	Interactive lecture, solving of examples	6	
Audio compression. How the human ear works. Audio digitization. Sampling and quantization.	Interactive course	4	
Video compression and processing. Methods and standards:H263, H264, MPEG1-7, HEVC.	Interactive lecture, solving of examples	6	
Multimedia devices. Historical and evolutionary perspectives. Image sensors, audio I/O devices, SD and HD television. Optical storage (CD, DVD, Blu-ray), magnetic storage, and RAM.	Interactive lecture, solving of examples	4	
Media servers. Specific features compared to traditional servers.	Interactive lecture, solving of examples	2	
Bibliography : 1. England, E., Finney, A. – Managing Multimedia, Addison-Wesley, London, 1998 2. Pohlman, C.K. – Principles of Digital Audio, McGraw/Hill, New York, 1999 3. Popescu, V. – Multimedia, Ed. Tehnica, 2000 4. Steinmetz, R, Nahstedt, K. / Multimedia Systems, X Media Publishing, 2010 5. Vaughan, T. – Multimedia: Making it Work – Fourth Edition, McGraw/Hill – 1999 6. Vlaicu, A., Dobrotă, V., Iacob, S. – Tehnologii multimedia, Universitatea Tehnică din Cluj, 1997 7. Weinstein, Yana : Flash programming for the social and behavioral sciences : a simple guide to sophisticated online surveys and experiments, Sage Publications, 2013 8. Popescu, V. – Tehnologii Multimedia – Aplicații interactive , disponibile în format electronic la http://vega.unitbv.ro/~popescu/mm			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Familiarisation exercises with text-editing programs. Fonts and characters. Vector representation of documents.	Solving problems on announced topics	4	
Familiarisation exercises with sound-processing programs.	Solving problems on announced topics	4	

Familiarisation exercises with image-processing programs. Image file formats.	Solving problems on announced topics	4	
Vector images and bitmap images. Image compression.	Solving problems on announced topics	4	
Familiarisation exercises with video-editing programs. Video file formats. Video compression.	Solving problems on announced topics	8	
Familiarisation exercises with multimedia-authoring programs.	Solving problems on announced topics	4	
<p>Bibliography :</p> <ol style="list-style-type: none"> 1. England, E., Finney, A. – Managing Multimedia, Addison-Wesley, London, 1998 2. Pohlman, C.K. – Principles of Digital Audio, McGraw/Hill, New York, 1999 3. Popescu, V. – Multimedia, Ed. Tehnica, 2000 4. Steinmetz, R, Nahstedt, K. / Multimedia Systems, X Media Publishing, 2010 5. Vaughan, T. – Multimedia: Making it Work – Fourth Edition, McGraw/Hill – 1999 6. Vlaicu, A., Dobrotă, V., Iacob, S. – Tehnologii multimedia, Universitatea Tehnică din Cluj, 1997 7. Weinstein, Yana : Flash programming for the social and behavioral sciences : a simple guide to sophisticated online surveys and experiments, Sage Publications, 2013 8. Popescu, V. – Tehnologii Multimedia – Aplicații interactive , disponibile în format electronic la http://vega.unitbv.ro/~popescu/mm 			

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 provides the skills required for theoretical and practical work with text, images, sounds, video sequences separately or in the form of interactive multimedia applications. The content is aligned with current technological standards (H.264, HEVC, MPEG, modern audio and video formats) and meets the needs of employers in digital-content production, audio/video post-production and multimedia authoring.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the principles of compression, processing and transmission of digital-media content.	Written examination	70%
		Continuous assessment in the lecture through questions related to the current lecture	10%
10.5 Seminar/ laboratory/ project	Practical completion of laboratory assignments. The ability to use specialised software for text, sound, image, video processing.	Portfolio of laboratory work + continuous assessment	20%
10.6 Minimal performance standard			
The final mark is calculated only if the student obtains a minimum of 5 on the final written examination. The 10% for "course assessment" may be awarded as a bonus.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Vlad POPESCU, Ph.D., Course holder	PhD candidate Nicușor AMARIE, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media – in English

2. Data about the course

2.1 Name of course	INTRODUCTION TO THE MASS-MEDIA SYSTEM							
2.2 Course convenor	Lecturer Maria Cristina BULARCA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Roxana SHIELDS, Ph.D.							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content3)	FC
							Attendance type4)	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with laptop, video projector and appropriate software
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Seminar room equipped with laptop, video projector and appropriate software, or activities coordinated in the Interactive Television Studio. • Training of students regarding the occupational health and safety requirements specific to activities carried out in the television studio;

- Signing the minutes of training on occupational health and safety.

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <p>LO 1.1.1. The student identifies the main areas of research in communication sciences – communicators, institutional structures, organisations, content, channel, public/audiences, effects.</p> <p>Skills:</p> <p>LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences.</p> <p>LO 1.2.2. The student applies data-collection methods, observing research ethics norms.</p> <p>LO 1.2.3. The student applies research methods appropriate to the topic and subject.</p> <p>Responsibility and autonomy:</p> <p>LO 1.3.1. The student develops research and intervention projects in the field of communication sciences.</p> <p>LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple manner.</p> <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication.</p> <p>LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators.</p> <p>LO 2.1.3. The student identifies the ownership structures, control mechanisms and production models specific to mass-media systems.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion.</p> <p>Skills:</p> <p>LO 2.2.1. The student selects the models that explain a communication situation in a professional context.</p> <p>LO 2.2.3. The student adapts messages to various categories and segments of audience.</p> <p>Responsibility and autonomy:</p> <p>LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms.</p> <p>LO 2.3.2. The student uses communication models and media theories to design media plans.</p> <p>LO 2.3.3. The student critically analyses the plurality of interpretations in media representation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving and distributing information in professional contexts.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Mastering the main theoretical concepts specific to the discipline and presenting the social impact of media communication.
7.2 Specific objectives	<ul style="list-style-type: none"> • Forming the skills to analyse and interpret mass communication. • Understanding the fundamental concepts related to mass-media: what media is, its roles and functions in society. • Training students in knowing and researching the effects of mass communication: the structure of media consumption and the formation of public-opinion currents through information, propaganda, advertising.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
MASS-MEDIA: introductory elements, defining concepts. The connotations of the phrase "mass-media". What media is, mediated communication, mass-media vs new media vs digital media.	Participatory lecture, debate, interactive exposition, web research, exemplification	4	
MASS-MEDIA MEANS. History of mass-media: from print to radio, television and the Internet. Types of media (printed/electronic, hot/cold, autonomous/broadcasting/communication). New media: social networks and their role in society. Disinformation, fake news, manipulation in the digital era.	Participatory lecture, debate, web research	8	
MASS COMMUNICATION. Individual vs. social communication. Mediated communication. Functions of mass communication (informative, formative/socialisation, surveillance/control, expressive, entertainment, advertising). Models of mass communication. The content of mass communication.	Participatory lecture, debate	6	
MEDIA AUDIENCES. Conceptual distinctions: masses, crowds, agglomerations, public. Mass-media public/audiences. Types of media audiences (reading, listening, viewing, interactive). The impact of media consumption on public opinions and attitudes.	Participatory lecture, debate	4	
EFFECTIVENESS AND EFFECTS OF MEDIA COMMUNICATION. Theories of mass-media effects. Agenda-setting, framing, cultivation. States and currents of public opinion.	Participatory lecture, debate, exemplification	4	

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- Dobrescu, P., & Bârgoanu, A. (2003). *Mass-media and societatea*. București: Comunicare.ro.
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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Defining news; the newsworthiness of a story; classifying news; news generation. Case studies: how a breaking news story is constructed in traditional media vs. online media.	Interactive exposition, conversation, exemplification, team exercises, web research	6	
Content analysis: gender stereotypes in a series of TV shows/series/commercials; the spread of misinformation.	Interactive exposition, conversation, exemplification, team exercises	12	
Media literacy: practical exercise in deconstructing a media message (text + image + video).	Interactive presentation, conversation, group exercises	4	
Analysis of framing in a set of news articles related to the same event.	Interactive presentation, conversation, web research	2	
Analysis of the influence of social media on the communication process.	Conversation, case study, demonstration using images/graphs	4	
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- McLuhan, M. (2015). *Galaxia Gutenberg – Scrieri esențiale*. București: Nemira.
- Miège, B. (2000). *Societatea cucerită de comunicare* (Trad. din *La société conquise par la communication & La communication entre l'industrie et l'espace public*). Iaand: Polirom.

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 content is aligned with educational requirements in the field of information literacy, with the aim of developing the skills necessary to train highly qualified professionals.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Accuracy and completeness of knowledge; - logical consistency; - level of mastery of technical terminology	Oral assessment (final exam during the exam period): Exam: The student's free-form presentation or discussion of a given topic and its oral defense	80%
10.5 Seminar/ laboratory/ project	Criteria related to attitudinal aspects: conscientiousness, interest in independent study.	Active participation in seminars. - Assignments completed	20%
10.6 Minimal performance standard			
Assessment of the use of theoretical and methodological knowledge and its application in the analysis of issues related to media communication			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Maria Cristina BULARCA, Ph.D., Course holder	Mona Roxana Shields, Ph.D. , Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	RESEARCH METHODOLOGY IN COMMUNICATION SCIENCES							
2.2 Course convenor	Mara-Mihaela PANAITE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Assistant Professor Mara-Mihaela PANAITE, Ph.D.							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	FC
							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, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					14
Tutorial					2
Examinations					5
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	video projection equipment and laptop
5.2 for seminar/ laboratory/ project development	room with variable spatial configuration (allowing, for example, group interviews in the focus-group range)

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <p>LO 1.1.1. The student identifies the main areas of research in communication sciences - communicators, institutional structures, organisations, content, channel, public/audiences, effects.</p> <p>LO 1.1.2. The student reproduces the theoretical methodology used in scientific research (hypothesis, research questions, data analysis, formulating conclusions).</p> <p>LO 1.1.3. The student differentiates between the main methodological approaches in the field of communication sciences - quantitative, qualitative, rhetorical, discursive, mixed.</p> <p>Skills:</p> <p>LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences.</p> <p>LO 1.2.2. The student applies data-collection methods, observing research ethics norms.</p> <p>LO 1.2.3. The student applies research methods appropriate to the topic and subject.</p> <p>LO 1.2.4. The student interprets research results in writing and through graphs, diagrams, tables.</p> <p>Responsibility and autonomy:</p> <p>LO 1.3.1. The student develops research and intervention projects in the field of communication sciences.</p> <p>LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple manner.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving and distributing information in professional contexts.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Acquiring the main research methods and techniques in communication sciences (quantitative, qualitative and mixed) and the stages of the research process, with a view to enabling students to design, conduct and interpret their own research in the field of communication.
7.2 Specific objectives	The ability to formulate descriptive research objectives and to produce descriptive knowledge; the ability to formulate explanatory and predictive research objectives and to test hypotheses.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
What is research? Introduction to research methods.	Lecture, PowerPoint, conversation, visual materials	2	
Types of research.	Lecture, PowerPoint, conversation, visual materials	2	

Research ethics.	Lecture, PowerPoint, conversation, visual materials	2	
The stages of research.	Lecture, PowerPoint, conversation, visual materials	2	
Observation.	Lecture, PowerPoint, conversation, visual materials	2	
The interview.	Lecture, PowerPoint, conversation, visual materials	2	
The focus group.	Lecture, PowerPoint, conversation, visual materials	2	
Qualitative data analysis.	Lecture, PowerPoint, conversation, visual materials	2	
Building scales.	Lecture, PowerPoint, conversation, visual materials	4	
The questionnaire.	Lecture, PowerPoint, conversation, visual materials	4	
Quantitative data analysis.	Lecture, PowerPoint, conversation, visual materials	2	
Content analysis.	Lecture, PowerPoint, conversation, visual materials	2	

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Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. Journal of Management Science & Engineering Research, 5(1), 53-63.

Thelwall, M., & Nevill, T. (2021). Is research with qualitative data more prevalent and impactful now? Interviews, case studies, focus groups and ethnographies. Library & Information Science Research, 43(2), 101094.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Exercises for mutual acquaintance and developing communication skills.	Exercises and practical applications	2	
Research ethics. Analysis of the documentary film 'A Class Divided'.	Screening, practical applications, debate	2	
The observation sheet - practical exercises.	Practical applications	2	
The interview - exercises (formulating the guide, conducting the interview, transcription).	Practical applications	4	
Focus group - exercises (moderator, observer, participant roles).	Practical applications	4	
Qualitative data analysis - exercises (coding, categorisation, themes).	Practical applications	2	
Building scales - exercises (Likert, semantic differential).	Practical applications	2	
Drafting the questionnaire - exercises (question types, scales, structure).	Practical applications	4	
Quantitative data analysis - exercises (descriptive statistics, visualisation).	Practical applications	2	
Content-analysis exercises.	Practical applications	2	
Review and synthesis.	Practical applications, debate	2	

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Flake, J. K., Davidson, I. J., Wong, O., & Pek, J. (2022). Construct validity and the validity of replication studies: A systematic review. American Psychologist, 77(4), 576.

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Thelwall, M., & Nevill, T. (2021). Is research with qualitative data more prevalent and impactful now? Interviews, case studies, focus groups and ethnographies. *Library & Information Science Research*, 43(2), 101094.

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

The contents of the Research Methodology in Communication Sciences course provide students with the methodological foundations needed for the bachelor's thesis and for subsequent professional research. The course meets the expectations of employers in communication, marketing, data journalism and consultancy, who value graduates capable of designing and interpreting market and audience research. The content is aligned with international research standards in media and communication.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The ability to translate theoretical knowledge into practice; presenting relevant information for understanding the structure and use of research methods	Oral examination	50%
10.5 Seminar/ laboratory/ project	Solving applications and seminar assignments, executive competence tested in seminar applications	Continuous assessment	50%
10.6 Minimal performance standard			

Knowledge of one quantitative and one qualitative research method. Completion of a small, applied project. Minimum grade of 5 on both examination and project.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assistant Mara-Mihaela PANAITÉ, Ph.D., Course holder	Assistant Mara-Mihaela PANAITÉ, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Media and Society							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Iuliana BARBU							
2.4 Study year	II	Semester	1	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					12
Tutorial					2
Examinations					2
Other activities.....					0
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector and internet connection.
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and internet connection.

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identifying and applying the language, methodologies, and specialized knowledge of the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 1.1.1. The student identifies the main areas of research in communication sciences. - L.O. 1.1.2. The student applies the theoretical methodology used in scientific research. - L.O. 1.1.3. The student distinguishes between the main methodological approaches in the field. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - L.O. 1.2.2. The student applies data collection methods, adhering to ethical standards. - L.O. 1.2.3. The student applies research methods appropriate to the topic. - L.O. 1.2.4. The student interprets research results in writing and through graphs/diagrams/tables. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 1.3.1. The student develops research and intervention projects in the field of communication sciences. - L.O. 1.3.2. The student reports results, statistics, and conclusions in a clear, transparent, and simple manner. <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 2.2.1. The student selects models that explain a communication situation in a professional context. - L.O. 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, grids, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts, assuming collective and individual responsibilities</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Learning Outcome 5.1.1. The student understands the principles of teamwork and professional communication. - Learning Outcome 5.1.2. The student identifies the ethical and professional standards of the profession. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 5.2.1. The student uses digital collaboration tools. - L.O. 5.2.2. The student communicates effectively in interdisciplinary teams. - L.O. 5.2.3. The student demonstrates intercultural sensitivity and respect for diversity. <p>Responsibility and Autonomy:</p> <ul style="list-style-type: none"> - L.O. 5.3.1. The student assumes roles and responsibilities within the team. - L.O. 5.3.2. The student adheres to standards of professional ethics and academic integrity.

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

7.1 General course objective	Understanding the complex relationship between media and society, analysing how mass-media reflects, shapes and influences contemporary social, cultural and political dynamics.
7.2 Specific objectives	<ul style="list-style-type: none"> - Understanding the main sociological and cultural theories regarding the media. - Analysing the role of the media in the construction of social reality and identities. - Understanding the relationship between the media, power, and democracy. - Analysing social representation through the media (stereotypes, gender, ethnicity). - Discussing contemporary phenomena: filter bubbles, cancel culture, deepfakes, and AI in the media.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Media and modern society – from the perspective of communication sociology	Participatory lecture, problematisation, interactive exposition, exemplification	2	
2. Media as social institutions	Participatory lecture, problematisation, interactive exposition, exemplification	2	
3. The social forces that shape media and communication	Participatory lecture, problematisation, interactive exposition, exemplification	4	
4. Sociological and cultural theories of the media	Participatory lecture, problematisation, interactive exposition, exemplification	4	
5. Media, meaning and the construction of social reality	Participatory lecture, problematisation, interactive exposition, exemplification	2	
6. Media cultures and genres	Participatory lecture, problematisation, interactive exposition, exemplification	2	
7. Media, identity and representation	Participatory lecture, problematisation, interactive exposition, exemplification	2	
8. Media, power and democracy	Participatory lecture, problematisation, interactive exposition, exemplification	4	
9. Mediatisation, technology and everyday life	Participatory lecture, problematisation, interactive exposition, exemplification	4	
10. Media economy, work in media and contemporary transformations	Participatory lecture, problematisation, interactive exposition, exemplification	2	
Bibliography: Adorno, T. (1991) <i>The Culture Industry: Selected Essays on Mass Culture</i> , London, Routledge. Albarran, A. B. (2023). <i>The Media Economy</i> . Routledge. Armitage, J. (ed, 2000.) <i>Paul Virilio; From Modernism to Hypermodernism</i> , London, Sage Bennett, T. (2005). <i>Theories of the media, theories of society</i> . In <i>Culture, society and the media</i> (pp. 26-51). Routledge.			

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Baudrillard, J. (1985) 'The masses: the implosion of the social in the media', *New Literary History*, 16(3): 577–89.

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Bourdieu, P. (1991) *Language and Symbolic Power*, ed. and with an introduction by John B.Thompson, Cambridge, Polity Press.

Bourdieu, P and Passeron, C.P (1977) *Reproduction in Education, Society and Culture*, London, Sage.

Castells, M. (1989) *The Information City: Information Technology, Economic Restructuring and Urban-regional Process*, Oxford, Blackwell.

Castells, M. (1996) *The Rise of the Network Society; The Information Age: Economy, Society and Culture*, Volume 1. Oxford, Blackwell.

Castells, M. (1997) *The Power of Identity; The Information Age: Economy, Society and Culture*, Volume 2, Oxford, Blackwell.

Castells, M. (1998) *End of Millennium; The Information Age: Economy, Society and Culture*, Volume 3, Oxford, Blackwell.

Couldry, N., Hepp, A. (2017). *The Mediated Construction of Reality*. Polity.

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Keane, J. (1991) *The Media and Democracy*, Cambridge, Polity Press.

Laclau, E. (1990) *New Reflections on the Revolution of Our Time*, London, Verso.

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McLuhan, M. (1994) *Understanding Media: the Extensions of Man*, London, Routledge.

McQuail, D., Deuze, M. (2020). *McQuail's Media and Mass Communication Theory*. 7th ed. Sage

Stevenson, N. (2002). *Understanding media cultures: Social theory and mass communication*. SAGE

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Social movements and media	Interactive exposition, conversation, debate, case study	4	
2. Cancel culture and the digital public sphere	Interactive exposition, conversation, debate, case study	4	
3. Digital Echo Chambers and Filter Bubbles	Interactive exposition, conversation, debate, case study	4	
4. The Manosphere and radical online communities	Interactive exposition, conversation, debate, case study	4	
5. The Social Dilemma - critical analysis	Interactive exposition, conversation, media analysis, debate	4	
6. Media representation and stereotypes	Interactive exposition, conversation, discourse analysis, case study	4	
7. Artificial intelligence, deepfakes and synthetic media	Interactive exposition, conversation, debate, case study	4	

Bibliography :

Myers, J. (2025). Transformative Power of Media in Shaping Society. In Media Ecology for the 21st Century. Palgrave Macmillan.
 Pariser, E. (2011). The Filter Bubble: What the Internet Is Hiding from You. Penguin.
 Sunstein, C. R. (2017). #Republic: Divided Democracy in the Age of Social Media. Princeton University Press.
 Zuboff, S. (2019). The Age of Surveillance Capitalism. PublicAffairs.

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 content develops students' ability to understand and critically analyse media-society dynamics, skills that are essential in the fields of journalism, corporate communications, media research, and public policy.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding sociological and cultural theories about the media; the ability to critically analyse contemporary media phenomena.	Written examination	60%
10.5 Seminar/ laboratory/ project	Active participation in discussions, the quality of case studies, and individual and group presentations.	Continuous assessment, presentation/project	40%
10.6 Minimal performance standard			
Knowledge of the main theories of the media-society relationship; the ability to analyse a contemporary media phenomenon; achieving a minimum of 50% of the total score.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Arabela BRICIU, Ph.D., Course holder	PhD candidate Iulia BARBU Seminar holder

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	French Language 3							
2.2 Course convenor	Lecturer Iringó CORA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Iringó CORA, Ph.D.							
2.4 Study year	II	Semester	3	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in French.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in French to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Francophone resources (dictionaries, terminology databases, French-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (French-language learning platforms, Francophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in French.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in French.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Francophone communities and networks.</p>

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

7.1 General course objective	<p>Deepening of verb structures, conjunctions, prepositions and adverbs specific to French, with a view to nuanced oral and written expression at intermediate level.</p> <p>Developing communicative competence in more complex professional situations (meetings, conferences, conflict management, expressing opinions).</p>
7.2 Specific objectives	<p>A. Cognitive: Acquiring the French verbal system (characteristics, moods, tenses, sequence of tenses), conjunctions, prepositions and adverbs.</p> <p>B. Professional: The ability to use verbal tenses and moods correctly to express information, opinions, attitudes and emotions in professional contexts.</p> <p>C. Affective/value-related: Developing autonomy in using French and intercultural sensitivity through interaction with authentic Francophone materials.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Le verbe : caractéristiques et types	Interactive lecture	2	
Les modes et les temps	Interactive lecture	2	
La concordance des temps	Interactive lecture	2	
Les conjonctions : caractéristiques et types	Interactive lecture	2	
Les prépositions : caractéristiques et types	Interactive lecture	2	

Les adverbes : caractéristiques et types	Interactive lecture	2	
Révision	Interactive lecture	2	
Bibliography: Jobin Rachel, Tamiozzo, Voix croisées. Français langue seconde 100-101, Québec, Chenelière Éducation, 2016. Laurent Nicolas, Bénédicte Delaunay, Bescherelle, La grammaire pour tous, Hatier, Paris, 2012. Le Nouveau Bescherelle, L'orthographe pour tous, Hatier, Paris, 1987, 2012. Le Nouveau Bescherelle, La conjugaison pour tous, Hatier, Paris, 2012. Riegel Martin, Pellat Jean-Christophe, Rioul René, Grammaire méthodique du français, Paris, PUF, 8e édition 2021.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Situations concrètes : Actes de paroles - Situations	Conversation workshop / Interactive	2	
Parler des quantités, décrire, la météo, l'état général	Conversation workshop / Interactive	2	
Interactions : demander ou donner des nouvelles	Conversation workshop / Interactive	2	
Réunions ou conférences, gérer les conflits	Conversation workshop / Interactive	2	
Opinions : le débat et l'opinion, réagir et commenter	Conversation workshop / Interactive	2	
Comportements et émotions	Conversation workshop / Interactive	2	
Exprimer ses sentiments	Conversation workshop / Interactive	2	
Bibliography: CEFR, Common European Framework of Reference for Languages: Learning, teaching, assessment (coe.int). European Centre for Modern Languages of the Council of Europe - ECML/CELV. ARTE; TV5 - https://enseigner.tv5monde.com/ . Claire Miquel, Communication progressive du français, Niveau avancé, CLE International, 2017.			

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

The contents of the French Language course are able to develop students' French-language communication competences, preparing them for integration into international Francophone professional environments. The course content is aligned with the Common European Framework of Reference for Languages (CEFR).
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester	30%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical	Written test at the end of the semester	70%

	structures presented in the course; the ability to express oneself fluently in both oral and written form.		
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in French, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Iringó CORA, Ph.D., Course holder	Lecturer Iringó CORA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Spanish Language 3							
2.2 Course convenor	Lecturer Raluca ALEXE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Raluca ALEXE, Ph.D.							
2.4 Study year	II	Semester	3	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	60				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in Spanish.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in Spanish to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Hispanophone resources (dictionaries, terminology databases, Spanish-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (Spanish-language learning platforms, Hispanophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in Spanish.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in Spanish.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Hispanophone communities and networks (Spain, Latin America).</p>

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

7.1 General course objective	Deepening of Spanish at intermediate level, with emphasis on the subjunctive mood (introduction and use). By the end of the semester, students will be able to hold conversations in Spanish on various topics of general interest, discussing aspects related to the cultural specifics of Spanish-speakers everywhere.
7.2 Specific objectives	<p>Reviewing the indicative system; introducing the subjunctive mood (forms, uses, sequence of tenses in the subjunctive).</p> <p>The ability to express interests, opinions and appraisals about people, hobbies, preferences; to discuss shopping, American Spanish and the history and art of Spain.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
El indicativo (repaso)	Exposition, interactive lecture	4	
El subjuntivo	Exposition, interactive lecture	6	
La concordancia de los tiempos en el subjuntivo	Exposition, interactive lecture	4	
<p>Bibliography:</p> <p>C. Moreno, Curso de perfeccionamiento, Edelsa, 2009.</p> <p>L. Gómez Torrego, Gramática didáctica del español, Ediciones SM, Madrid, 2010.</p> <p>L. Gómez Torrego, Manual de español correcto, Arco Libros, Madrid, 2009.</p> <p>M. Seco, Diccionario de dudas y dificultades de la lengua española, Espasa Calpe, Madrid, 2011.</p>			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Gente que estudia español – expresar intereses respecto al español	Group work / Conversation workshop	2	
Información personal – información, opiniones y valoraciones sobre las personas	Group work / Conversation workshop	2	
Ocio y vacaciones – hábitos, gustos y preferencias	Group work / Conversation workshop	2	
De compras – tiendas y productos	Group work / Conversation workshop	2	
El español de América	Group work / Conversation workshop	2	
España – historia y arte	Group work / Conversation workshop	4	
Bibliography: P.A. Olaneta, Thematic Vocabulary of the Spanish Language, Niculescu, 2009. España, ayer y hoy. Itinerario de cultura y civilización, SGEL, 2009. Nuevo VEN 2, Editorial Edelsa, Madrid, 2009. Gente Hoy 2, Editorial Difusión, Barcelona, 2013.			

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

The contents of the Spanish Language course are able to develop students' Spanish-language communication competences, preparing them for integration into international Hispanophone professional environments (Spain and Latin America). The course content is aligned with the Common European Framework of Reference for Languages – CEFR.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester (course participation + written test - colloquium)	40%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the course; the ability to express oneself fluently in both oral and written form; solving practical applications.	Continuous assessment (seminar participation + practical applications)	60%
10.6 Minimal performance standard			

Producing a grammatically correct and logically articulated oral/written discourse in Spanish, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level. Attending lectures and seminars.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Raluca ALEXE, Ph.D., Course holder	Lecturer Raluca ALEXE, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Physical Education and Sports 3							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	Lecturer Ștefan ALECU, Ph.D.							
2.4 Study year	II	Semester	3	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	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	0	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	14	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					4
Additional documentation in libraries, on specialised electronic platforms and in the field					4
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					4
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	16				
3.8 Total number per semester	30				
3.9 Number of credits5)	1				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Medical clearance certifying state of health compatible with physical exercise.

5. Conditions (if applicable)

5.1 for course development	Not applicable
5.2 for seminar/ laboratory/ project development	Sports hall, sports field, swimming pool, ice rink, ski slope (depending on the chosen module), appropriate sports equipment.

6. Specific competences and learning outcomes

Professional competences	Not applicable - the course mainly contributes to the development of transversal competences (CT.5).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses verbal and non-verbal communication strategies in the context of team sports activities.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in sports teams to achieve a common result, respecting the rules of play and fair play.</p> <p>L.O.5.2. The student plans/assumes and follows their own programme of practising physical activities to maintain health and an optimal mental state.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity and inclusion by participating in diverse sports teams.</p>

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

7.1 General course objective	Perfecting the habit of independently practising sports with a view to maintaining health, achieving an optimal mental state and developing teamwork at an advanced level.
7.2 Specific objectives	<p>A. Cognitive: Deepening terminology and notions of rules and refereeing.</p> <p>B. Professional: Perfecting the technical and tactical skills specific to the practised sports modules.</p> <p>C. Affective/value-related: Consolidating decision-making autonomy, perseverance and team spirit.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Not applicable (practical course, no lectures)	-	0	
Bibliography: Not applicable			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
ATHLETICS - Technique of running- and jumping-school exercises; sprint technique and standing start; endurance and cross-country running technique; throwing technique; jumping technique; rules and refereeing; organising and participating in athletic competitions. Test: participation in an athletics competition (one event).	Practical activity / Group work	2	

BASKETBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at the basket; structures with 2-3 players and finishing; bilateral game 2:2, 3:3, 4:4, 5:5; basic notions of rules and refereeing (steps, double dribble). Test: bilateral game.	Practical activity / Group work	2	
AEROBIC GYMNASTICS - Technique of analytical warm-up of muscle groups; exercises for the lower limbs, trunk and upper body; forming the rhythm of execution; effort dosage through heart rate; relaxation notions. Test: building and performing a structure of 8 exercises.	Practical activity / Group work	2	
FOOTBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at goal; structures with 2-3 players; positioning on the field and bilateral game; basic notions of rules and refereeing; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SWIMMING - Forming the habit of breathing at water level; floating and gliding; learning leg movement breaststroke (crawl); learning arm movement breaststroke (crawl); arm-leg coordination; arm-leg-breathing coordination; start technique; rules and refereeing notions. Test: 50 m timed breaststroke (crawl).	Practical activity / Group work	2	
VOLLEYBALL - Consolidating the underhand and overhand serve; consolidating underhand and overhand passing; positioning on the court and player rotation; attack and block; rules and refereeing notions; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SKATING / ALPINE SKIING - Skating; gliding on ice (squats, balance, forward, backward); stopping by heel braking; stopping by side skidding; gathering speed with side steps; changes of direction by crossover stepping; backward movement; speed-launch	Practical activity / Group work	2	

technique. Alpine skiing: stationary turns on the flat and on a slope; gliding with parallel skis on the flat and on a slope; turning technique. Test: 50 m course with four gates.			
Bibliography: -.			

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

The contents of the Physical Education and Sports course contribute to the balanced development of students, both physically and socio-emotionally, by forming the habit of independently practising sports activities with a view to maintaining health, achieving an optimal mental state and developing teamwork.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Active participation in seminars; mastery of the basic techniques specific to the sports modules practiced; ability to work as part of a team.	Practical applications	100%
10.6 Minimal performance standard			
Attendance at a minimum of 70% of the seminar activities. Correct execution of a simple scheme from a team game or of a test specific to the chosen module, assessed with a minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
- Course holder	Lecturer Ștefan ALECU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Social Media							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Miruna CRĂIUȚ							
2.4 Study year	2	2.5 Semester	4	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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, on specialised electronic platforms and in the field					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					13
Tutorial					4
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room with internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication.</p> <p>LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators.</p> <p>LO 2.1.3. The student identifies the ownership structures, control mechanisms and production models specific to mass-media systems.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion.</p> <p>Skills:</p> <p>LO 2.2.1. The student selects the models that explain a communication situation in a professional context.</p> <p>LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments.</p> <p>LO 2.2.3. The student adapts messages to various categories and segments of audience.</p> <p>Responsibility and autonomy:</p> <p>LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms.</p> <p>LO 2.3.2. The student uses communication models and media theories to design media plans.</p> <p>LO 2.3.3. The student critically analyses the plurality of interpretations in media representation.</p> <p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <p>LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric.</p> <p>LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies production practices appropriate to different types of content and media channels.</p> <p>LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels.</p> <p>LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).</p>
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Transversal competences	<p>CT.5 Communication and collaboration in professional contexts</p> <p>Skills:</p> <p>L.O. 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>L.O. 5.1.3. The student uses digital tools to organize, collect, store, and process data and digital content.</p> <p>Responsibility and autonomy:</p> <p>L.O. 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>L.O. 5.2.2. The student plans, takes on, and meets tight deadlines for professional tasks or projects.</p> <p>L.O. 5.2.3. The student demonstrates intercultural sensitivity by participating in diverse communities and networks.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Knowing and understanding the concepts, theories, paradigms and models used in the analysis of social-media communication.
7.2 Specific objectives	<ul style="list-style-type: none"> Defining and learning the concepts, theories, paradigms, and methods used in communication studies to understand the development and use of social media. Examining communication from the perspective of parameters specific to social media. Identifying the impact of social media on the public sphere and on certain social phenomena; Understanding the role that social media plays both in the development of organizations and in the relationships and interactions between individuals

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory Course: Objectives, Topics, and Expectations. What Is Social Media (SM) – Defining features.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
What Is Social Media - definitions, conditions for development, SNS (social networking sites), classification (categories of social media platforms).	Participatory lecture, problematisation, interactive exposition, exemplification	2	
History and evolution of SM. Platform usage statistics at the national and global levels.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
Key concepts in the study of SM: sociability, social capital, social ties and relationships, social networks.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
Theories of social networks and information dissemination: the theory of weak ties (Granovetter), the Small-World Problem (Milgram), six degrees of separation (Watts), 19 degrees of separation (Barabási, Albert, Jeong), and the theory of structural holes (Burt).	Participatory lecture, problematisation, interactive exposition, exemplification	4	

Media theories and their implications for social media use.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
The digitization of culture: participatory culture and spreadable media (Jenkins, Ford, Green).	Participatory lecture, problematisation, interactive exposition, exemplification	4	
Communication skills and social media listening on social media platforms. Audience analysis and social media audits.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
Virtual communities and identity on social media platforms. Psychosocial implications of social media use.	Participatory lecture, problematisation, interactive exposition, exemplification	4	
Implications of Big Data and Artificial Intelligence for Social Media Platforms. Summary and Recap.	Participatory lecture, problematisation, interactive exposition, exemplification	4	

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The use of social media platforms. The advantages and disadvantages of using Facebook, Instagram, YouTube, TikTok, and Snapchat from the students' perspective.	Conversation, examples, case study	4	
Companies' promotional communication through social media.	Conversation, exemplification, case study, individual exercises, web documentation	4	
Users and audience demographics across various social media channels.	Conversation, exemplification, case study, individual exercises, web documentation	4	
Content creation and planning across various social media platforms. How to promote content on various platforms (Facebook, YouTube, Twitter/X, LinkedIn, Instagram, TikTok).	Conversation, examples, case studies, group exercises	6	
How to monitor content on various social media channels (social media listening).	Interactive presentation, conversation, examples, group exercises, case studies	4	
Research in the field of social media - review of scientific articles: topics, premises, theories, methodologies, and results.	Interactive presentation, conversation, examples, individual and group exercises, case studies	6	

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1. Aiken, M.(2016). *The cyber effect: A pioneering cyber-psychologist explains how human behavior changes online*. Spiegel & Grau.
2. Baym, N. (2015). *Personal connections in the digital age* . Polity Press
3. Berger (2016). *Contagious: Why things catch on*. Simon and Schuster.
4. Christakis, N. & Fowler, J. (2009) *Connected: The surprising power of our social networks and how they shape our lives*. Little Brown
5. van Dijk, Jan A.G.M, (2006), *The Network Society – Social Aspects of New Media*, Londra: Sage Publications
6. van Dijk, J., (2013). *The culture of connectivity: a critical history of social media*. Oxford: oxford University Press

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8. Elias, H., (2012). *Post-Web. The Continuous Geography of Digital Media*, Lisbon: Formal Press Publishing House
9. Ellison, N. B., & boyd, d. (2013). Sociality through social network sites. In W. H. Dutton (Ed.), *Oxford Handbook of Internet Studies* (pp. 151-172). Oxford, UK: Oxford University Press. .
10. Fielding, N., Lee, R., & Blank, G. (Eds.) (2017) *The handbook of online research methods*. Sage.
11. Luttrell, R. (2025). *Social media: How to engage, share, and connect*. Bloomsbury Publishing USA.
12. Prinstein, Mitch (2018). *Popular: The power of likability in a status-obsessed world*. Penguin
13. Ronzhyn, A., Cardenal, A. S., & Battle Rubio, A. (2023). Defining affordances in social media research: A literature review. *New Media & Society*, 25(11), 3165-3188.
14. Santos, Z. R., Cheung, C. M., Coelho, P. S., & Rita, P. (2022). Consumer engagement in social media brand communities: A literature review. *International Journal of Information Management*, 63, 102457.
15. Sloan, L., & Quan-Haase, A. (2022). *The SAGE handbook of social media research methods*.
16. Turkle, S. (2016). *Reclaiming conversation: The power of talk in a digital age*. Penguin.
17. Valkenburg, P. M., Meier, A., & Beyens, I. (2022). Social media use and its impact on adolescent mental health: An umbrella review of the evidence. *Current opinion in psychology*, 44, 58-68.
18. Valkenburg P.M. și Taylor Piotrowski, J. (2017) *Plugged in: How media attract and affect youth*. Yale University Press.

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 content is up to date with the latest academic literature in the field and is consistent with the activities carried out at other universities in Romania 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 the specific concepts and theories presented in the lectures and grounded in the mandatory bibliography	Written examination	45% + 15%
		Assessment of activities during the course	
10.5 Seminar/Lab/Project Application of specific concepts and models covered in the course to develop a research plan (in the field of communication via social media)	10.5 Seminar/Lab/Project Application of specific concepts and models covered in the course to develop a research plan (in the field of social media communication & phenomena)	Project-based assessment (according to the project outline)	20% + 20%
	Compilation of a portfolio of exercises completed during the seminar and the project on social media content monitoring	Continuous assessment during seminar activity	
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • At least grade 5 on the written examination. • Understanding of general and specific concepts of the field studied. • Drafting, formatting and presenting in English a specialist paper on a current topic in the field, using various sources and tools of information. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Arabela BRICIU, Ph.D., Course holder	PhD candidate Miruna CRĂIUȚ, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Graphic Design							
2.2 Course convenor	Laura GHINEA							
2.3 Seminar/ laboratory/ project convenor	Laura GHINEA							
2.4 Study year	II	Semester	4	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Visual Culture (recommended)
4.2 competences-related	Basic computer- and software-use knowledge

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and computer
5.2 for seminar/ laboratory/ project development	Computer lab with graphic-design software

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creating and managing content for digital media</p> <p>Knowledge:</p> <p>LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>LO 3.1.2. The student identifies techniques for writing/structuring content and principles of rhetoric.</p> <p>LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies appropriate production practices for different types of content and media channels.</p> <p>L.O. 3.2.2. The student applies spelling and grammar rules in professional texts.</p> <p>L.O. 3.2.3. The student uses software applications for composing, editing, and formatting written and audiovisual materials.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces media content or a media product for distribution on one or more channels.</p> <p>LO The student writes and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).</p>
Transversal competences	<p>CT.5 Communication and collaboration in professional contexts</p> <p>Skills:</p> <p>L.O. 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>L.O. 5.1.2. The student manages systems for storing, selecting, organizing, retrieving, and distributing information in professional contexts.</p> <p>L.O. 5.1.3. The student uses digital tools to organize, collect, store, and process data and digital content.</p> <p>Responsibility and autonomy:</p> <p>L.O. 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>L.O. 5.2.2. The student plans, takes on, and meets tight deadlines for professional tasks or projects.</p> <p>L.O. 5.2.3. The student demonstrates intercultural sensitivity by participating in diverse communities and networks.</p>

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

7.1 General course objective	Understanding graphic design as a tool for improving quality of life and as a means of visual communication. Acquiring the skills needed for product promotion, creating visual identity and promoting communication campaigns through visual communication means.
7.2 Specific objectives	<p>Knowing the basic principles of graphic design (composition, colour, typography, layout); understanding the production flow in advertising and publishing.</p> <p>Developing the skills to promote a brand or product through visual communication means; acquiring the principles for developing visual-identity elements (mark, logotype, brand book); the ability to create graphic materials (posters, flyers, brochures, banners, roll-ups, digital mock-ups).</p> <p>Developing aesthetic sensitivity and a professional attitude towards the quality of the graphic product; valuing aesthetics as a form of communication.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Basic principles of graphic design. Perception. Form and space. Composition. Dynamic balance. Gestalt principles in graphic design. Study drawings.	Slide-show presentations, examples on charts and images	4	
Color Theory. Definitions. Color associations, harmony, and contrasts. Color and compositional clarity. Color dynamics and psychological impact.	Slide-show presentations, examples on charts and images	4	
Typography and typesetting. Anatomy, size, typefaces, and spacing. Readability, emphasis, and hierarchy; lines and typographic ornamentation; illustrative text.	Slide-show presentations, examples on charts and images	4	
Layout and advertising production. Size and format. Grids and margins. Layout styles. Rhythm and contrast. Print media. Digital production. Color proofing.	Slide-show presentations, examples on charts and images	4	
Advertising and packaging design. Case studies and international examples.	Slide-show presentations, examples on charts and images	4	
Graphic design for publishers, corporate graphic design, visual identity. Branding and brand book.	Slide-show presentations, examples on charts and images	4	
Graphic design for digital media. Adapting design principles for the web, mobile, and social media. Summary and review.	Slide shows, visual examples, and digital products	4	
<p>Bibliography:</p> <p>Ambrose, G., Harris, P., Ball, N. (2018). <i>The Fundamentals of Graphic Design</i>. Bloomsbury Barnard, M. (2013). <i>Graphic design as communication</i>. Routledge.</p> <p>Beazley, M., Sparke, P. (1999). <i>A Century of Design: Design Pioneers of the 20th Century</i>. Octopus Group.</p> <p>Bestley, R., & McNeil, P. (2022). <i>Visual research: An introduction to research methods in graphic design</i>. Bloomsbury Publishing</p> <p>Inglis, T. (2023). <i>The Graphic Design Bible: The definitive guide to contemporary and historical graphic design</i>. Ilex Press.</p> <p>Meggs, P. B., Purvis, A. W., Maxa, S., & Sanders, M. (2025). <i>Meggs' history of graphic design</i>. John Wiley & Sons.</p> <p>Lupton, E., Phillips, J.C. (2008). <i>Graphic Design: The New Basics</i>. Princeton Architectural Press.</p> <p>Opie, R. (2023). <i>The graphic design sourcebook: 200 years of commercial art from the Robert Opie collection</i></p> <p>White, A.W. (2011). <i>The Elements of Graphic Design</i>. Allworth Press.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Developing a composition—the figure, the background, and the font.	Individual work in the lab using computers, instruments, and specific materials. Individual guidance.	4	

Compositional balance—symmetry, asymmetry, balance through contrast.	Individual work in the lab using computers and specialized equipment. Individual guidance.	4	
Logo, brand identity, and slogan design.	Individual work in the lab. Individual guidance and examples based on the assignments.	4	
Design of a poster, flyer, business card, brochure, banner, or roll-up.	Individual laboratory work. Individual guidance.	8	
Development of mock-ups and portfolio of work.	Individual laboratory work. Individual guidance.	6	
Final assessment, evaluation of assignments and portfolio.	Analysis of the student's laboratory work and portfolio.	2	
<p>Bibliography:</p> <p>Ambrose, G., Harris, P., Ball, N. (2018). <i>The Fundamentals of Graphic Design</i>. Bloomsbury Barnard, M. (2013). <i>Graphic design as communication</i>. Routledge.</p> <p>Beazley, M., Sparke, P. (1999). <i>A Century of Design: Design Pioneers of the 20th Century</i>. Octopus Group.</p> <p>Bestley, R., & McNeil, P. (2022). <i>Visual research: An introduction to research methods in graphic design</i>. Bloomsbury Publishing</p> <p>Inglis, T. (2023). <i>The Graphic Design Bible: The definitive guide to contemporary and historical graphic design</i>. Ilex Press.</p> <p>Meggs, P. B., Purvis, A. W., Maxa, S., & Sanders, M. (2025). <i>Meggs' history of graphic design</i>. John Wiley & Sons.</p> <p>Lupton, E., Phillips, J.C. (2008). <i>Graphic Design: The New Basics</i>. Princeton Architectural Press.</p> <p>Opie, R. (2023). <i>The graphic design sourcebook: 200 years of commercial art from the Robert Opie collection</i></p> <p>White, A.W. (2011). <i>The Elements of Graphic Design</i>. Allworth Press.</p>			

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

The curriculum for the Graphic Design course addresses the needs of employers in the advertising industry, publishing houses, communications agencies, and marketing and digital media departments to train graduates capable of creating visual identity and advertising materials. The curriculum is aligned with international professional practices and Adobe Certified standards, providing students with a portfolio of work they can showcase in job interviews.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of graphic design principles (composition, color theory, typography, layout).	Written exam (multiple-choice questions + analysis of a graphic)	40%
10.5 Seminar/ laboratory/ project	Creation of a portfolio of laboratory work (compositions, logo, promotional materials, mockups). The aesthetic and technical quality of the products.	Portfolio of work + portfolio presentation seminar	60%
10.6 Minimal performance standard			

Create a basic portfolio consisting of: 1 composition, 1 logo, 1 promotional material (poster or flyer), and 1 digital mockup. A minimum grade of 5 is required on both the exam and the colloquium.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Laura GHINEA, Course Holder	Laura GHINEA, Seminar / Lab / Project Holder

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Communication on Mobile Devices							
2.2 Course convenor	Senior Lecturer ing. Cristian-Cezar POSTELNICU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Senior Lecturer ing. Cristian-Cezar POSTELNICU, Ph.D.							
2.4 Study year	2	2.5 Semester	4	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	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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					25
Tutorial					2
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	120				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Basic computer-use knowledge

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and computer
5.2 for seminar/ laboratory/ project development	Laboratory room with specific multimedia and electronic equipment and at least 25 places

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creating and managing content for digital media</p> <p>Knowledge:</p> <p>Learning Outcome 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels.</p> <p>L.O. 3.1.2. The student identifies techniques for writing/structuring content and principles of rhetoric.</p> <p>L.O. 3.1.3. The student distinguishes the characteristics and functioning of software programs for editing and content production.</p> <p>Skills:</p> <p>LO 3.2.1. The student applies production practices appropriate for different types of content and media channels.</p> <p>LO 3.2.3. The student uses software applications for composing, editing, and formatting written and audiovisual materials.</p> <p>Responsibility and autonomy:</p> <p>LO 3.3.1. The student produces media content or a media product for broadcast or publication on one or more channels.</p> <p>LO 3.3.2. The student writes and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Understanding the mobile environment, the specifics of products and the ways of distributing digital content for mobile devices.
7.2 Specific objectives	<ul style="list-style-type: none"> • Understanding the evolution of mobile technology. • Understanding communication modalities according to the target audience. • The ability to create content for the digital environment.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction. Presentation of the course, basic notions of communication on mobile devices.	Exposition, conversation, didactic materials with video projector	2	
A brief history of the evolution of mobile technology.	Exposition, conversation, didactic materials with video projector	2	

Mobile equipment and technologies.	Exposition, conversation, didactic materials with video projector	4	
The software and hardware evolution of mobile devices.	Exposition, conversation, didactic materials with video projector	4	
Wide-scale adoption of mobile devices.	Exposition, conversation, didactic materials with video projector	3	
Classification of mobile applications and hardware devices.	Exposition, conversation, didactic materials with video projector	3	
Types of content for mobile applications.	Exposition, conversation, didactic materials with video projector	2	
Mobile platforms and multimedia.	Exposition, conversation, didactic materials with video projector	4	
Adapting web content for mobile applications.	Exposition, conversation, didactic materials with video projector	2	
Successful business models in the mobile-content producers' market.	Exposition, conversation, didactic materials with video projector	2	
Bibliography: Zichermann, Gabe; Cunningham, Christopher, Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps, O'Reilly Media, Inc., 2011 Nudelman, Greg, Android Design Patterns: Interaction Design Solutions for Developers, Wiley, 2013 Delfanti, Alessandro; Arvidsson, Adam, Introduction to Digital Media, Wiley-Blackwell, 2019 Lindgren, Simon, Digital Media and Society, SAGE Publications Ltd, 2017			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Mobile communication technologies and protocols.	Demonstration, exemplification, practical activity	2	
Application development and content production for mobile.	Demonstration, exemplification, practical activity	4	
Evaluating applications based on type and content.	Demonstration, exemplification, practical activity	2	
Using tools specifically designed for mobile content production.	Demonstration, exemplification, practical activity	4	
Niche products. Wearable devices.	Demonstration, exemplification, practical activity	2	
Bibliography:			

1. Zichermann, Gabe; Cunningham, Christopher, Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps, O'Reilly Media, Inc., 2011
2. Nudelman, Greg, Android Design Patterns: Interaction Design Solutions for Developers, Wiley, 2013
3. Delfanti, Alessandro; Arvidsson, Adam, Introduction to Digital Media, Wiley-Blackwell, 2019
4. Lindgren, Simon, Digital Media and Society, SAGE Publications Ltd, 2017

Wagner, C., Schramm-Klein, H. (2019). Mobile Commerce: Foundations, Drivers and Trends. Springer.

Caron, A.H., Caronia, L. (2007). Moving Cultures: Mobile Communication in Everyday Life. McGill-Queen's University Press.

Castells, M., Fernandez-Ardevol, M., Qiu, J.L., Sey, A. (2007). Mobile Communication and Society: A Global Perspective. MIT Press.

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

Digital communication specialists must understand theoretical concepts and be able to create content for the digital environment. Mobile connectivity is constantly evolving, and the media market must be able to meet users' needs through the development of digital content.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding of theoretical concepts. Familiarity with digital communication hardware and software for mobile devices.	Written examination	60%
10.5 Seminar/ laboratory/ project	Presentation of a portfolio of media projects created individually or as part of a team.	Portfolio Presentation	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • The final grade is calculated only if the student earns a minimum grade of 5 on the written exam and a minimum grade of 5 on the laboratory work portfolio 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Senior Lecturer ing. Cristian-Cezar POSTELNICU, Ph.D., Course holder	Senior Lecturer ing. Cristian-Cezar POSTELNICU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Speciality Practice								
2.2 Course convenor	-								
2.3 Seminar/ laboratory/ project convenor	Associate Professor Arabela BRICIU, Ph.D.								
2.4 Study year	II	Semester	4	E	E	2.7 Course status	Content3)	SC	
							Attendance type4)	CPC	

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	0	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					
Additional documentation in libraries, on specialised electronic platforms and in the field					8
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					50
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	62				
3.8 Total number per semester	90				
3.9 Number of credits5)	3				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Not applicable (the course has no lecture hours)
5.2 for seminar/ laboratory/ project development	Spaces made available by practice partners (public/private institutions, commercial companies, NGOs, media/communication agencies). The internship may also take place in the form of an internship or freelancing, with the approval of the practice coordinator.

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic). <p>CP.4 Management of audience interaction in the online environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 4.1.1. The student identifies the principles of public relations and reputation management. - LO 4.1.2. The student differentiates between communication strategies and designs specific to different contexts (risk, crisis, social change, etc.). <p>Skills:</p> <ul style="list-style-type: none"> - LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 4.3.1. The student applies principles and methodologies for public-opinion research. - LO 4.3.2. The student drafts press releases and public relations materials adapted to different media channels and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Forming the basic skills in conceiving, planning and controlling communication and digital-media programmes with defined purpose, based on the tasks set by the coordinator/tutor of the practice activity.
7.2 Specific objectives	<p>Direct, hands-on experience working in mixed teams typical of professional practice in the fields of communication and digital media.</p> <p>: Maintaining the pace and meeting the deadlines established and agreed upon for professional deliverables defined by industry standards. Applying the professional skills acquired during the first and second years in a real-world work setting.</p> <p>Taking responsibility for the delivered product, the team, and the client; valuing work ethics and professional fair play.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
This does not apply (the course is entirely practical -it involves an internship).	-	0	
Bibliography That is not the case			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
First internship meeting with students: general internship topic and opportunities for collaboration with partners and institutions. General information: https://practica.unitbv.ro/ro/node/16 si https://unitbv.ro/stagii-de-practica-si-internship.html .	Conversation, examples, case study	2	
OSH training on conducting off-campus internships and preparing the minutes and the collective training record.	Conversation, example	2	
Selecting the internship partner and signing the internship agreement. Coordinating with the internship supervisor at the host institution.	Conversatie, mentoring individual	2	
Completion of the internship at the host organization (90 hours spread out over the semester). Activities specific to the role within the internship team.	Professional activities at the client's site, mentoring	12	
Monitoring throughout the semester: interim meetings with the university internship coordinator.	One-on-one mentoring, formative assessment	4	
Interim reports on the number of internship hours completed and the activities carried out.	Discussions, individual presentations	2	

Final assessment: preparation of the internship report and submission of the required documents (internship logbook, internship agreement, and other supporting documents).	Discussions, individual presentations, evaluation	4	
Bibliography: RRegulations on Student Professional Activities (Transilvania University of Braşov). OSH Training Procedure for Students (Transilvania University of Braşov). Sample documents for internships: https://practica.unitbv.ro/ro/node/16 Practicums and internships: https://unitbv.ro/stagii-de-practica-si-internship.html			

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

The specialized internship program is carried out in collaboration with private and public sector partners in the fields of communication and digital media (marketing and PR agencies, organizational communications departments, media outlets, social media agencies, and tech startups). Students may choose to participate in the program as an internship or through temporary/permanent employment, subject to the coordinator's approval. Internship topics are aligned with long-term public interests and labor market demands.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Commitment to the assignment (10%); role within the internship team (5%); adherence to deadlines (15%); quality of the internship report presentation (10%); number, quality, and significance of the activities and materials produced (10%); alignment of the final product with the beneficiary's needs and expectations (50%).	PROJECT-BASED EXAM: presentation of the journal, the field report, the practical workbook, and supporting documents covering the duration of the internship (90 hours).	100%
10.6 Minimal performance standard			
Submission of an authentic journal/report covering the duration of the internship. A minimum grade of 5 on the final evaluation. Documentation of at least 90 hours of actual internship work.			

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

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

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	French Language 4							
2.2 Course convenor	Lecturer Iringó CORA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Iringó CORA, Ph.D.							
2.4 Study year	II	Semester	4	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in French.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in French to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Francophone resources (dictionaries, terminology databases, French-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (French-language learning platforms, Francophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in French.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in French.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Francophone communities and networks.</p>

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

7.1 General course objective	Consolidating knowledge of French verbal morphology (auxiliaries, compound tenses, moods) and developing the competence for argumentative, nuanced and complex expression in French, both oral and written. Preparing students for the use of French in advanced professional contexts.
7.2 Specific objectives	<p>A. Cognitive: In-depth acquisition of the French verbal system (auxiliaries, present indicative, passé composé, imparfait, plus que parfait, futur simple, conditionnel présent, subjonctif présent).</p> <p>B. Professional: The ability to construct complex argumentative reasoning in French, to express causes, consequences, conditions and hypotheses in professional contexts.</p> <p>C. Affective/value-related: Developing a critical and reflective attitude towards the use of French in professional contexts and valuing Francophone cultural diversity.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Le verbe : caractéristiques, modes et temps	Interactive lecture	2	
Les auxiliaires	Interactive lecture	2	
L'indicatif présent et le passé composé	Interactive lecture	2	
L'imparfait et le plus que parfait	Interactive lecture	2	
Le futur simple et le conditionnel présent	Interactive lecture	2	
Le subjonctif présent	Interactive lecture	2	
Révision	Interactive lecture	2	

Bibliography: Jobin Rachel, Tamiozzo, Voix croisées. Français langue seconde 100-101, Québec, Chenelière Éducation, 2016. Laurent Nicolas, Bénédicte Delaunay, Bescherelle, La grammaire pour tous, Hatier, Paris, 2012. Le Nouveau Bescherelle, L'orthographe pour tous, Hatier, Paris, 1987, 2012. Le Nouveau Bescherelle, La conjugaison pour tous, Hatier, Paris, 2012. Riegel Martin, Pellat Jean-Christophe, Rioul René, Grammaire méthodique du français, Paris, PUF, 8e édition 2021.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Raisonnement : Nuancer, atténuer, préciser	Conversation workshop / Interactive	2	
Réfléchir, argumenter	Conversation workshop / Interactive	2	
Causes, excuses, conséquences	Conversation workshop / Interactive	2	
Conditions, hypothèses, probabilités	Conversation workshop / Interactive	2	
Travail, société : réussites et échecs	Conversation workshop / Interactive	2	
Connaissances et compétences	Conversation workshop / Interactive	2	
Passage du temps : mémoire et oubli	Conversation workshop / Interactive	2	
Bibliography: CEFR, Common European Framework of Reference for Languages: Learning, teaching, assessment (coe.int). European Centre for Modern Languages of the Council of Europe - ECML/CELV. ARTE; TV5 - https://enseigner.tv5monde.com/ . Claire Miquel, Communication progressive du français, Niveau avancé, CLE International, 2017.			

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

The contents of the French Language course are able to develop students' French-language communication competences, preparing them for integration into international Francophone professional environments. The course content is aligned with the Common European Framework of Reference for Languages (CEFR).
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester	30%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the course; the ability to express	Written test at the end of the semester	70%

	oneself fluently in both oral and written form.		
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in French, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Iringó CORA, Ph.D., Course holder	Lecturer Iringó CORA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Spanish Language 4							
2.2 Course convenor	Lecturer Raluca ALEXE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Raluca ALEXE, Ph.D.							
2.4 Study year	II	Semester	4	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					10
Additional documentation in libraries, on specialised electronic platforms and in the field					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					8
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	32				
3.8 Total number per semester	60				
3.9 Number of credits5)	2				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge</p> <p>L.O.1.1. The student identifies elements of specialised language in the field of communication sciences in Spanish.</p> <p>Skills</p> <p>L.O.1.1. The student applies correct lexical and grammatical structures in Spanish to draft specialist texts in the field of communication sciences.</p> <p>Responsibility and autonomy</p> <p>L.O.1.3.1.1. The student autonomously uses Hispanophone resources (dictionaries, terminology databases, Spanish-language media sources) for professional documentation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses online tools (Spanish-language learning platforms, Hispanophone digital resources, online dictionaries) to communicate and share resources in digital environments.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in teams to solve professional tasks formulated in Spanish.</p> <p>L.O.5.2. The student plans/assumes and meets tight deadlines for tasks or projects of expression in Spanish.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity by participating in different Hispanophone communities and networks (Spain, Latin America).</p>

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

7.1 General course objective	Consolidating Spanish at intermediate-advanced level, with emphasis on the imperative, indirect speech and the use of the subjunctive in subordinate clauses. By the end of the semester, students will be able to hold complex argumentative conversations in Spanish, expressing instructions, wishes, conditions and oppositions.
7.2 Specific objectives	Acquiring the imperative mood; learning indirect speech; deepening the subjunctive in relative, temporal, conditional, concessive, consecutive, causal and final clauses. The ability to give instructions and orders, to convey messages, to express wishes, fears, complaints and claims, to formulate conditions, to argue and structure discourse.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
El imperativo	Exposition, interactive lecture	2	
El estilo indirecto	Exposition, interactive lecture	2	
El subjuntivo en la subordinación (relativas, temporales, condicionales, concesivas, consecutivas, causales, finales)	Exposition, interactive lecture	10	
Bibliography:			

C. Moreno, Curso de perfeccionamiento, Edelsa, 2009.
 L. Gómez Torrego, Gramática didáctica del español, Ediciones SM, Madrid, 2010.
 L. Gómez Torrego, Manual de español correcto, Arco Libros, Madrid, 2009.
 M. Seco, Diccionario de dudas y dificultades de la lengua española, Espasa Calpe, Madrid, 2011.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Instrucciones – dar instrucciones y órdenes	Group work / Conversation workshop	2	
Noticias – transmitir mensajes, transmisión de preguntas	Group work / Conversation workshop	2	
Turistas y viajeros – expresar deseos, temores, quejas y reclamaciones	Group work / Conversation workshop	2	
Vida social – expresar extrañeza y pena	Group work / Conversation workshop	2	
Consejos – formular condiciones	Group work / Conversation workshop	2	
Ocio – plantear oposición u obstáculos	Group work / Conversation workshop	2	
Debates – argumentar y estructurar el discurso	Group work / Conversation workshop	2	

Bibliography:
 P.A. Olaneta, Thematic Vocabulary of the Spanish Language, Niculescu, 2009.
 España, ayer y hoy. Itinerario de cultura y civilización, SGEL, 2009.
 Nuevo VEN 2, Editorial Edelsa, Madrid, 2009.
 Gente Hoy 2, Editorial Difusión, Barcelona, 2013.

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

The contents of the Spanish Language course are able to develop students' Spanish-language communication competences, preparing them for integration into international Hispanophone professional environments (Spain and Latin America). The course content is aligned with the Common European Framework of Reference for Languages (CEFR).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowing and correctly using the lexical and grammatical structures presented in the course.	Continuous assessment throughout the semester (course participation + written test - colloquium)	40%
10.5 Seminar/ laboratory/ project	Correct application, in context, of the lexical and grammatical structures presented in the course; the ability to express oneself fluently in both oral	Continuous assessment (seminar participation + practical applications)	60%

	and written form; solving practical applications.		
10.6 Minimal performance standard			
Producing a grammatically correct and logically articulated oral/written discourse in Spanish, assessed with a minimum grade of 5. Understanding and using the basic structures specific to the semester's level. Attending lectures and seminars.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Lecturer Raluca ALEXE, Ph.D., Course holder	Lecturer Raluca ALEXE, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Physical Education and Sports 4							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	Lecturer Ștefan ALECU, Ph.D.							
2.4 Study year	II	Semester	4	Evaluation type	V	2.7 Course status	Content3)	CC
							Attendance type4)	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	0	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	14	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					4
Additional documentation in libraries, on specialised electronic platforms and in the field					4
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					4
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	16				
3.8 Total number per semester	30				
3.9 Number of credits5)	1				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Medical clearance certifying state of health compatible with physical exercise.

5. Conditions (if applicable)

5.1 for course development	Not applicable
5.2 for seminar/ laboratory/ project development	Sports hall, sports field, swimming pool, ice rink, ski slope (depending on the chosen module), appropriate sports equipment.

6. Specific competences and learning outcomes

Professional competences	Not applicable - the course mainly contributes to the development of transversal competences (CT.5).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills</p> <p>A.5.1. The student uses verbal and non-verbal communication strategies in the context of team sports activities.</p> <p>Responsibility and autonomy</p> <p>L.O.5.1. The student collaborates with others in sports teams to achieve a common result, respecting the rules of play and fair play.</p> <p>L.O.5.2. The student plans/assumes and follows their own programme of practising physical activities to maintain health and an optimal mental state.</p> <p>L.O.5.3. The student demonstrates intercultural sensitivity and inclusion by participating in diverse sports teams.</p>

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

7.1 General course objective	Completing the process of forming the habit of independently practising sports, with emphasis on the student's autonomy in choosing and organising their own sports activities.
7.2 Specific objectives	Perfecting technical and tactical skills; the ability to independently organise sports activities. Adopting an active and balanced lifestyle; valuing teamwork and fair play.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Not applicable (practical course, no lectures)	-	0	
Bibliography: Not applicable			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
ATHLETICS - Technique of running- and jumping-school exercises; sprint technique and standing start; endurance and cross-country running technique; throwing technique; jumping technique; rules and refereeing; organising and participating in athletic competitions. Test: participation in an athletics competition (one event).	Practical activity / Group work	2	
BASKETBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at the basket; structures with 2-3 players and finishing; bilateral game 2:2, 3:3, 4:4, 5:5; basic notions of rules	Practical activity / Group work	2	

and refereeing (steps, double dribble). Test: bilateral game.			
AEROBIC GYMNASTICS - Technique of analytical warm-up of muscle groups; exercises for the lower limbs, trunk and upper body; forming the rhythm of execution; effort dosage through heart rate; relaxation notions. Test: building and performing a structure of 8 exercises.	Practical activity / Group work	2	
FOOTBALL - Consolidating stationary and moving passes; consolidating stationary and moving shots at goal; structures with 2-3 players; positioning on the field and bilateral game; basic notions of rules and refereeing; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SWIMMING - Forming the habit of breathing at water level; floating and gliding; learning leg movement breaststroke (crawl); learning arm movement breaststroke (crawl); arm-leg coordination; arm-leg-breathing coordination; start technique; rules and refereeing notions. Test: 50 m timed breaststroke (crawl).	Practical activity / Group work	2	
VOLLEYBALL - Consolidating the underhand and overhand serve; consolidating underhand and overhand passing; positioning on the court and player rotation; attack and block; rules and refereeing notions; independent organisation of bilateral games. Test: bilateral game.	Practical activity / Group work	2	
SKATING / ALPINE SKIING - Skating: gliding on ice (squats, balance, forward, backward); stopping by heel braking; stopping by side skidding; gathering speed with side steps; changes of direction by crossover stepping; backward movement; speed-launch technique. Alpine skiing: stationary turns on the flat and on a slope; gliding with parallel skis on the flat and on a slope; turning technique. Test: 50 m course with four gates.	Practical activity / Group work	2	
Bibliography:-			

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

The contents of the Physical Education and Sports course contribute to the balanced development of students, both physically and socio-emotionally, by forming the habit of independently practising sports activities with a view to maintaining health, achieving an optimal mental state and developing teamwork.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Active participation in seminars; mastery of the basic techniques specific to the sports modules practiced; ability to work as part of a team.	Practical applications	100%
10.6 Minimal performance standard			
Attendance at a minimum of 70% of the seminar activities. Correct execution of a simple scheme from a team game or of a test specific to the chosen module, assessed with a minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
- Course holder	Lecturer Ștefan ALECU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Document Archiving Systems							
2.2 Course convenor	Professor Angela REPANOVICI, Ph.D., (eng., marketing)							
2.3 Seminar/ laboratory/ project convenor	Professor Angela REPANOVICI Ph.D., (eng., marketing)							
2.4 Study year	II	Semester	4	Evaluation type	V	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					20
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					18
Tutorial					4
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Information Literacy (Year I) – recommended
4.2 competences-related	Basic computer-use knowledge

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and computer
5.2 for seminar/ laboratory/ project development	Seminar room with computers, internet access and

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	<p>Acquiring theoretical knowledge about the internal communication of documents and information resources (information management). Knowing the integrated EDM and EDDIM systems as models for electronic document management. Understanding the life cycle of the electronic document and the applicable international standards.</p>
7.2 Specific objectives	<p>Knowing the basic concepts of electronic document management; understanding the life cycle; acquiring international standards (ISO 15489, OAIS, Dublin Core).</p> <p>The ability to design an EDM/EDDIM system for a given institution; applying standards in implementing an archiving system; drawing up a long-term migration plan.</p> <p>Developing responsibility for the long-term preservation of institutional memory; valuing the integrity and authenticity of the electronic document.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Electronic Document Management – Electronic Document Management: conceptual approaches.	Lecture, heuristic conversation, problematisation	2	
Electronic documents: characteristics, typology, formats.	Lecture, heuristic conversation, problematisation	2	
The life cycle of an electronic document (I): creation and processing.	Lecture, heuristic conversation, problematisation	2	
The life cycle of an electronic document (II): communication and use.	Lecture, heuristic conversation, problematisation	2	
The life cycle of an electronic document (III): archiving and long-term preservation.	Lecture, heuristic conversation, problematisation	2	
Electronic editing and workflows.	Lecture, heuristic conversation, problematisation	2	
Standards and norms for electronic documents (ISO 15489, OAIS, Dublin Core).	Lecture, heuristic conversation, problematisation	2	
An institution's information system from the perspective of managerial approaches.	Lecture, heuristic conversation, problematisation	2	
EDM and EDDIM: electronic document management systems for institutions.	Lecture, heuristic conversation, problematisation	2	
EDM/EDDIM for different types of institutions (public, private, academic).	Lecture, heuristic conversation, problematisation	2	
Integrated EDM model.	Lecture, heuristic conversation, problematisation	2	
Implementation plan for EDM or EDDIM in an institution.	Lecture, heuristic conversation, problematisation	2	
Trends and paradigms: cloud archiving, AI in document management, blockchain for integrity.	Lecture, heuristic conversation, problematisation	2	
EDM – synthesis and evaluation.	Lecture, heuristic conversation	2	
<p>Bibliography:</p> <p>Cole, T.W., 2002. Creating a framework of guidance for building good digital collections,</p> <p>Repanovici, A. & Cristea, L., 2010. Mechatronics integrated systems used in optical recognition of digitised documents. International Conference on Education and Educational Technologies - Proceedings, pp.258–262.</p> <p>Repanovici, A. & Land?y, A., 2012. Managing and managers of academic libraries,</p> <p>Sotirova, K. et al., 1972. Chapter 1 : Digitization of Cultural Heritage – Standards , Institutions , Initiatives.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Organization of the seminar; presentation of the topics. The electronic information environment.	Interactive discussions, debate	4	

Electronic documents: characteristics and types. Practical identification exercises.	Interactive discussions, examples, exercises	4	
The life cycle of an electronic document: creation, processing, communication, use, and archiving.	Interactive discussions, hands-on exercises	4	
Practical project: life cycle analysis for a predefined document type.	Individual project, teamwork	4	
Integrated GED Model - Case Study.	Case study, debate	4	
Plan for implementing an electronic document management system in an institution: group projects tailored to different types of institutions.	Group projects, presentations	6	
Conclusions and evaluation of the seminar.	Discussion, formative assessment	2	
<p>Bibliography:</p> <p>Cole, T.W., 2002. Creating a framework of guidance for building good digital collections,</p> <p>Repanovici, A. & Cristea, L., 2010. Mechatronics integrated systems used in optical recognition of digitised documents. International Conference on Education and Educational Technologies - Proceedings, pp.258–262.</p> <p>Repanovici, A. & Land?y, A., 2012. Managing and managers of academic libraries,</p> <p>Sotirova, K. et al., 1972. Chapter 1 : Digitization of Cultural Heritage – Standards , Institutions , Initiatives.</p>			

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 content is aligned with educational requirements in the field of information literacy, with the aim of developing the skills necessary to train highly qualified professionals.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding the lifecycle of an electronic document. Understanding the applicable international standards.	Multiple-choice test	50%
10.5 Seminar/ laboratory/ project	Digital capabilities required to implement an EDM. The quality of the proposed implementation plan.	Group project	50%
10.6 Minimal performance standard			
Ability to design an EDM system for an institution (group project). Understanding of the basic concepts and the lifecycle of an electronic document. Minimum grade of 5 on both the exam and the project.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Angela REPANOVICI, Ph.D., - Course holder	Professor Angela REPANOVICI, Ph.D., - Seminar Holder

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital World Analysis							
2.2 Course convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.4 Study year	II	I		E		2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					20
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Cheating or attempted cheating, as well as complicity in cheating regardless of the form of commission at the examination, is sanctioned in accordance with article 22 of the Regulation on student professional activity.
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5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • To obtain seminar points, students must attend at least half plus one of the total seminar activities scheduled in semester I (i.e. attend 10 weekly consecutive seminar activities). • Students will only participate in seminar activities with the group to which they have been assigned by the Dean's Office. • The seminar grade represents one third of the final grade (i.e. 30%). • Students may receive bonuses of up to one cumulative point for answers to specific questions.
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6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication.</p> <p>LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators.</p> <p>LO 2.1.3. The student identifies the ownership structures, control mechanisms and production models specific to mass-media systems.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion.</p> <p>Skills:</p> <p>LO 2.2.1. The student selects the models that explain a communication situation in a professional context.</p> <p>LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments.</p> <p>LO 2.2.3. The student adapts messages to various categories and segments of audience.</p> <p>Responsibility and autonomy:</p> <p>LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms.</p> <p>LO 2.3.2. The student uses communication models and media theories to design media plans.</p> <p>LO 2.3.3. The student critically analyses the plurality of interpretations in media representation.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Analysis and interpretation of the dimensions and characteristics of digital worlds.
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7.2 Specific objectives	<ul style="list-style-type: none"> • Knowing the fundamental concepts and perspectives for analysing digital worlds (digital vs. virtual world, the proxemics of digital worlds, theoretical and methodological approaches). • Explaining socio-cultural phenomena and processes in the online environment, using terminology, theories and methods specific to the social sciences; • anthropological interpretation of online-environment realities; analysis of video games, MMOs, virtual communities and the metaverse.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory lecture.	Lecture	2	
Fundamental concepts and perspectives for analysing digital worlds. Digital world vs. virtual world.	Video and auxiliary materials presentation, lecture	2	
The proxemics of digital worlds: place vs. digital world.	Prezi presentation, debate	2	
Theoretical approaches to digital worlds.	Video and auxiliary materials presentation, lecture	2	
Methodological approaches to digital worlds.	Prezi presentation, debate	2	
Techniques and tools in video games.	Video and auxiliary materials presentation, lecture	2	
Narrative elements in MMOs. Focus: narratives in MMORPGs.	Video and auxiliary materials presentation, lecture	2	
Gameplay and immersion in open-world games.	Video and auxiliary materials presentation, lecture	2	
Culture and society in a digital context.	Prezi presentation, debate	2	
Digital engagement: from virtual communities to electronic tribes.	Video and auxiliary materials presentation, lecture	2	
Digital engagement: digital natives.	Prezi presentation, debate	2	
The analysis of digital worlds as a reflexive exercise on the gamification of society.	Video and auxiliary materials presentation, lecture	2	
Artificial intelligence and the metaverse: present and future aspects.	Video and auxiliary materials presentation, lecture	2	
Review lecture.	Debate	2	
<p>Bibliography :</p> <p>Adams, T. & Smith, S. A. (2008). <i>Electronic tribes: The virtual worlds of geeks, gamers, shamans, and scammers</i>. Boulder (CO): University Press of Colorado.</p> <p>Barnard, A. & Spencer, J. (2010). <i>The Routledge encyclopaedia of social and cultural anthropology</i>. London (UK) & New York: Routledge.</p> <p>Bartle, R. A. (2016). <i>MMOs from the inside out: The history, design, fun, and art of Massively-Multiplayer Online Role-Playing Games</i>. Apress.</p> <p>Champion, E. (2015). <i>Critical gaming: Interactive history and virtual heritage</i>. Burlington (VT): Ashgate Publishing Limited.</p> <p>Chen, J. C., & Kent, S. (2020). Task engagement, learner motivation and avatar identities of struggling English language learners in the 3D virtual world. <i>System</i>, 88, 102168. https://doi.org/10.1016/j.system.2019.102168</p>			

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar.	Debate	2	
Fundamental concepts and perspectives for analysing digital worlds. Digital world vs. virtual world.	Debate	2	
The proxemics of digital worlds: place vs. digital world.	Debate	2	
Theoretical approaches to digital worlds.	Debate	2	

Methodological approaches to digital worlds.	Debate	2	
Techniques and tools in video games.	Debate, case study	2	
Narrative elements in MMOs. Focus: narratives in MMORPGs.	Case study, debate	2	
Gameplay and immersion in open-world games.	Case study, applied works, debate	2	
Culture and society in a digital context.	Case study, applied works, debate	2	
Digital engagement: from virtual communities to electronic tribes.	Applied work, debate	2	
Digital engagement: digital natives.	Applied work, debate	2	
The analysis of digital worlds as a reflexive exercise on the gamification of society.	Case study, applied works, debate	2	
Artificial intelligence and the metaverse: present and future aspects.	Case study, applied works, debate	2	
Conclusions	Debate	2	

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Nevelsteen, K. J. L. (2018). Virtual world, defined from a technological perspective and applied to video games, mixed reality, and the Metaverse. *Computer Animation and Virtual Worlds*, 29(1), 1–22. <https://doi.org/10.1002/cav.1752>

Pearson, M. (2015). *In comes I: Performance, memory and landscape*. Royal College of General Practitioners.

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Stephenson, N. (2000). *Snow crash*. Spectra. (Lucrarea originală publicată în 1992)

Stewart, M. (2013). "Mysteries reside in the humblest, everyday things: collaborative anthropology in the digital age". In *Social Anthropology/Anthropologie Sociale* 21(3), 305–321.

Techopedia (2017). Virtual World. Accesat de pe: <https://www.techopedia.com/definition/25604/virtual-world>

Whitehead, N. & Wensch, M. (2012). *Human no more: Digital subjectivities, unhuman subjects, and the end of anthropology*. Boulder (CO): University Press of Colorado.

Winkelmann, K., Keeney-Kennicutt, W., Fowler, D., Lazo Macik, M., Perez Guarda, P., & Joan Ahlborn, C. (2020). Learning gains and attitudes of students performing chemistry experiments in an immersive virtual world. *Interactive Learning Environments*, 28(5), 620–634. <https://doi.org/10.1080/10494820.2019.1696844>

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 description is in line with the recommendations of the European Association of Social Anthropologists (EASA).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The use of specific terminology and the accurate explanation of the theories and methods used to analyze digital worlds. The analysis and interpretation of the sociocultural dimensions of digital worlds.	Two assessments with objective items	35% + 35%
10.5 Seminar/ laboratory/ project	Proper completion of practical assignments. Appropriate application of specific concepts and theories.	Plenary assessment with objective items	30%
10.6 Minimal performance standard			
Proper application of theoretical and methodological knowledge in the Analysis of Digital Worlds. A minimum grade of 5 on the exam and in the practical assignments.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Mihai BURLACU, Ph.D., Course holder	Associate Professor Mihai BURLACU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Search Engine Optimisation and Marketing (SEO and SEM)							
2.2 Course convenor	Associate Professor Mihai DUGULEANA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Mihai DUGULEANA, Ph.D.							
2.4 Study year	2	2.5 Semester	3	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					20
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Basic knowledge of using the computer and the Internet

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and computer
5.2 for seminar/ laboratory/ project development	Computer lab with internet access, browsers and web-development software (editor, WordPress)

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. <p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
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Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Familiarisation with the elements of SEO and SEM and forming practical skills for creating and optimising digital content for search engines.
7.2 Specific objectives	<ul style="list-style-type: none"> • Acquiring knowledge for creating SEM/SEO campaigns. • Acquiring knowledge for online marketing. • Acquiring practical skills by using new marketing technologies and environments, useful for applications in the online field.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory notions about the Internet.	Exposition, interactive lecture	2	
Introductory notions about HTML.	Exposition, interactive lecture	2	
Introductory notions about CSS.	Exposition, interactive lecture	2	
Introductory notions about link building.	Exposition, interactive lecture	2	
Introductory notions about the Internet consumer's behaviour.	Exposition, interactive lecture	2	
SEM/SEO strategies.	Exposition, interactive lecture	2	
On-page optimisation elements.	Exposition, interactive lecture	2	
Off-page optimisation elements.	Exposition, interactive lecture	2	
Advertising campaigns (Adwords, Facebook, etc.).	Exposition, interactive lecture	2	
Pay per click.	Exposition, interactive lecture	2	
Branding elements.	Exposition, interactive lecture	2	
Influencers - what viral content means.	Exposition, interactive lecture	2	
UI optimisation.	Exposition, interactive lecture	2	
Third-party services.	Exposition, interactive lecture	2	
<p>Bibliography :</p> <p>Miller, D., Peterson, J.J. (2020). Marketing Made Simple. HarperCollins Leadership.</p> <p>Godin, S. (1999). Permission Marketing: Turning Strangers into Friends and Friends into Customers. Simon and Schuster.</p> <p>Diamond, S. (2019). Digital Marketing All-in-One For Dummies. John Wiley & Sons.</p> <p>Wheeler, A. (2017). Designing Brand Identity. Wiley.</p> <p>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</p>			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the Web. Browsers, search engines, social media sites.	Problem-based learning, laboratory project, individual work	2	
Creating a website. On-page optimization elements.	Problem-based learning, laboratory project, individual work	2	
Creating a website. Off-page optimization elements.	Problem-based learning, laboratory project, individual work	2	
Creating an advertising campaign.	Problem-based learning, laboratory project, individual work	2	
Building a brand. Elements of branding.	Problem-based learning, laboratory project, individual work	2	
Creating a UI. Mobile design.	Problem-based learning, laboratory project, individual work	2	
WordPress - Introduction (Part I).	Problem-based learning, laboratory project, individual work	2	
WordPress - Introduction (Part II).	Problem-based learning, laboratory project, individual work	2	
Creating a WordPress-based website.	Problem-based learning, laboratory project, individual work	2	
Website Development / Laboratory Project (I).	Problem-based learning, laboratory project, individual work	2	
Website Development / Laboratory Project (II).	Problem-based learning, laboratory project, individual work	2	
Website Development / Laboratory Project (III).	Problem-based learning, laboratory project, individual work	2	
YouTube, TikTok, influencers.	Problem-based learning, laboratory project, individual work	2	
Third-party services. Final project evaluation.	Problem-based learning, laboratory project, individual work	2	
Bibliography: <ol style="list-style-type: none"> 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. 			

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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 course content is consistent with what is taught at other universities in Romania and abroad. Theoretical and practical knowledge form the basis for the latest approaches to SEM/SEO.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Active participation in class (maximum of 2 absences)	Continuous grading	+10%
	SEO skills	Examination	90%
10.5 Seminar/ laboratory/ project	Active participation in the seminar (maximum of 2 absences)	Solving practical problems	10%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Understanding the fundamentals of SEO • Developing web applications based on SEM/SEO principles • Class attendance (maximum of 2 absences) 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Mihai DUGULEANA, Ph.D., Course holder	Associate Professor Mihai DUGULEANA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Information Security in the Online Environment							
2.2 Course convenor	Associate Professor Marian ALEXANDRU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Marian ALEXANDRU, Ph.D.							
2.4 Study year	II	Semester	3	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					15
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with at least 60 seats, video projector, blackboard
5.2 for seminar/ laboratory/ project development	Laboratory room equipped with computers (30-seat capacity), internet access, security software (OpenSSL, VPN clients, intrusion-detection tools)

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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 security vulnerabilities of computer systems and the techniques and tools used to develop secure applications. The course familiarises students with the principles of cryptography, authentication, data protection and confidentiality in the online environment.
7.2 Specific objectives	<ul style="list-style-type: none"> • understanding the issue of network security, identifying available security solutions and their trade-offs; • describing and evaluating common security technologies for computer networks; • understanding the foundations of cryptography, such as encryption, digital signatures and security functions; • understanding network vulnerabilities and attacks, evaluating the security mechanisms designed for these attacks; • describing the rules and applying the procedures for securing protocols;

	<ul style="list-style-type: none"> explaining how common security systems work; implementing procedures for securing email, web and other data transfers.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Lecture 1: Security. Securing network applications.	Interactive lecture with didactic materials presented with the video projector, debate, paper presentation	4	
Lecture 2: Access policies - network, computer, user account.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Lecture 3: Digital signature, certificates.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Lecture 4: Web and email security.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Lecture 5: Security of wireless communication systems.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Lecture 6: Security of electronic commerce.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Lecture 7: Implications of security.	Interactive lecture with didactic materials presented with the video projector, debate	4	
Bibliography : 1) M. Alexandru, S. Cocoradă, Securitatea sistemelor pentru eActivități, ISBN 978-973-662-774-3, 272 pag., Ed. U.T. Press, Cluj-Napoca, 2012; 2) V. Patriciu, M. Pietrosanu, Semnături electronice and securitate informatică, Ed. ALL, 2006; 3) V. Patriciu, M. Pietrosanu, I. Bica, etc., Securitatea comerțului electronic, ed. ALL, 2006; 4) N. Boudriga, Security of Mobile Communications, Taylor and Francis Group, 2010; 5) William R. Cheswick, Steven M. Bellovin, Aviel D. Rubin Firewalls and Internet Security, Second Edition, Addison-Wesley, 2003; 6) Andrew. S. Tanenbaum, Rețele de calculatoare, ed. a 4-a, Byblos 2003; 7) James F. Kurose, Keith W. Ross, Computer Networking - A top down approach 5/e, Pearson Education, 2010.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Lab 1: Review of course material. Examples of security measures.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 2: Applying the Principles of Cryptography.	Students go through and solve, under guidance, the problems from the tutorials	2	

Lab 3: Examples and Applications of Access Policies.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 4: Methods of ensuring confidentiality. Systematization and summarization.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 5: Examples illustrating the knowledge gained in the course. Problem-solving.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 6: Using Certificates and Digital Signatures.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 7: Using OpenSSL and TLS.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 8: Web and Email Security. Examples.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 9: Examples of security policy implementation.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 10: Intrusion Prevention Systems.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 11: Examples of VPN networks and configurations.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 12: Radio Communication Security. Examples.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 13: E-commerce Security.	Students go through and solve, under guidance, the problems from the tutorials	2	
Lab 14: Review of material and homework.	Students go through and solve, under guidance, the problems from the tutorials	2	
Bibliography: Alexandru, M., Cocorada, S. (2012). Securitatea sistemelor pentru eActivitati. Cluj-Napoca: Ed. U.T. Press..			

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

Employers' key expectations have been identified, with a strong emphasis on developing practical implementation skills and the ability to apply knowledge in modern security applications. Students are educated in the spirit of compliance with information security policies, legality, and ethics. The curriculum meets the needs of the IT industry (system administrators, cybersecurity specialists, secure web application developers).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of information security principles; understanding of cryptography, certificates, and access policies.	Written examination	50%
10.5 Seminar/ laboratory/ project	Practical completion of lab assignments; the ability to configure security policies and tools.	Portfolio of Lab Assignments + Practical Assessment	50%
10.6 Minimal performance standard			
Understanding the basic principles of information security. Completion of at least 70% of the lab assignments. A minimum grade of 5 on both the exam and the seminar portfolio.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Marian ALEXANDRU, Ph.D., Course holder	Associate Professor Marian ALEXANDRU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	PUBLIC RELATIONS CAMPAIGNS							
2.2 Course convenor	Associate Professor Victor BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Vlad BĂTRÂNU-PINȚEA, Ph.D.,							
2.4 Study year	II	Semester	4	Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	EC

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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					29
Tutorial					6
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Introduction to Public Relations (Year I)
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector and internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. <p>CP.4 Management of audience interaction in the online environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 4.1.1. The student identifies the principles of public relations and reputation management. - LO 4.1.2. The student differentiates between communication strategies and designs specific to different contexts (risk, crisis, social change, etc.). <p>Skills:</p> <ul style="list-style-type: none"> - LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 4.3.1. The student applies principles and methodologies for public-opinion research. - LO 4.3.2. The student drafts press releases and public-relations materials adapted to different media channels and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Forming the basic competence in conceiving, planning and controlling PR programmes and the skills for showcasing teams.
7.2 Specific objectives	<ul style="list-style-type: none"> • understanding the maturing of the PR field from crisis management to communication management as a dimension of strategic management; • acquiring the capacity for orderly action on defined goals; • the role of case-study analysis in public relations.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Historical perspective: the origins, evolution and maturation of PR.	Interactive lecture with questions and discussions on the documentary materials	2	
Systematisation of basic notions: marketing communication, advertising, publicity, public relations, audiences.	Interactive lecture with questions and discussions on the documentary materials	4	
Introductory notions of strategic management. Crisis-situation management.	Interactive lecture with questions and discussions	4	
Defining PR problems.	Interactive lecture with questions and discussions	4	
Planning and programming in PR: PR event, PR campaign, public-information campaign, public-relations programme and plan. The 4-phase, 9-step planning process (Ronald Smith, 2005).	Interactive lecture with questions and discussions	4	
Phrasing of communication campaigns. The case study in public relations. Analysis models (Newsom et al., 2003; PRSA - Silver Anvil).	Interactive lecture with questions and discussions	4	
Action and communication in PR.	Interactive lecture with questions and discussions	4	
Evaluating PR programmes.	Interactive lecture with questions and discussions	2	
<p>Bibliography :</p> <p>BAINES, Paul, EGAN, John and JEFKINS, Frank, 2004, Public relations: Contemporary Issues and Techniques, Oxford, Elsevier Butterworth-Heinemann, pp.114-124;</p> <p>CHOO, Gerard, „Audiences, stakeholders, publics”, în TENCH, Ralph and YEOMANS, Liz, 2009, Exploring Public Relations, ed. a II-a, Edinburgh, Pearson Education Limited, pp.222-236;</p> <p>COMAN, Cristina, 2006, Relațiile publice. Principii și strategii, Iasi, Polirom, pp.25 -31;</p> <p>CUTLIP, S. M., CENTER, A. H., BROOM, G. M., Effective Public Relations, Prentice Hall Inc., New Jersey, 1999</p> <p>DAGENAIS, Bernard, 2003, Campania de relații publice, Iasi, Polirom, pp. 147-162;</p> <p>DRĂGAN, I., Comunicarea: paradigme and teorii, 2 volume, Editura rao international publishing company, București, 2007</p> <p>HALLAHAN, Kirk, 2000, “Inactive Publics: The Forgotten Publics in Public Relations”, în Public Relations Review, 26(4), pp. 499-515;</p> <p>HARVEY SMITH, J., Public Relations, Hodder&Stoughton, London, 1999</p> <p>HEATH, Robert L. (coord.), 2005, Encyclopedia of public relations, vol. 2, Londra, Sage Publications, pp. 808-811;</p> <p>IACOB, Dumitru; CISMARU, Diana-Maria and PRICOPIE Remus, 2011, Relațiile publice: coeziune and eficiență prin comunicare, ed. a III-a, București, Editura comunicare.ro, pp. 109-120;</p> <p>RAWLINS, Brad L., 2006, “Prioritizing Stakeholders for Public Relations”, Institute for Public Relations, doc. electronic: http://www.instituteforpr.org/wp-content/uploads/2006_Stakeholders_1.pdf, accesat 27.02.2012;</p> <p>ROGOJINARU, Adela, 2004, Relațiile publice - fundamente interdisciplinare, București, Tritonic, pp. 71-78;</p> <p>STANTON, N, Comunicarea, Ed. Știință and Tehnică, București, 1995</p> <p>SMITH Ronald D., 2005, Strategic planning for public relations, ed. a II-a, Lawrence Erlbaum Associates, Inc.</p>			

WHITAKER W. Richard, RAMSEY Janet E., SMITH Ronald D, 2004, Mediawriting: print, broadcast and public relations, ed. a II-a, Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc., pp. 325-327..			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The Photo Event BMW (Newsom, Vanslyke Turk, Kruckeberg, 2003, p. 607).	Study with the textbook and bibliographic sources, case study	2	
The public relations story behind the birth of the first set of seven surviving twins (Newsom et alii, 2003, p. 614).	Study with the textbook and bibliographic sources, case study	2	
San Jose's Food Waste Recycling Campaign (Coman, 2006, p. 113).	Study with the textbook and bibliographic sources, case study	2	
NASA Campaign (Coman, 2006, p. 114).	Study with the textbook and bibliographic sources, case study	2	
The Tylenol Case (Coman, 2006, p. 146).	Study with the textbook and bibliographic sources, case study	4	
The plane crash in Balotesti (Coman, 2006, p. 153).	Study with the textbook and bibliographic sources, case study	2	
Tine Norwegian Dairies: rebranding from the inside out (Moss & DeSanto, 2005, p. 93).	Study with the textbook and bibliographic sources, case study	2	
Raising environmental awareness in Slovenia: a public communication campaign (Moss & DeSanto, 2005, p. 167).	Study with the textbook and bibliographic sources, case study	2	
Marks & Spencer plc: a crisis of confidence (Moss & DeSanto, 2005, p. 259).	Study with the textbook and bibliographic sources, case study	2	
Project assignment: analysis of a historical public relations case study (case presentation, personal analysis, recommendations).	Project individual, oral presentation	8	
<p>Bibliography:</p> <p>Baines, P., Egan, J., Jefkins, F. (2004). Public Relations: Contemporary Issues and Techniques. Oxford: Elsevier Butterworth-Heinemann.</p> <p>Coman, C. (2006). Relatiile publice. Principii si strategii. Iasi: Polirom.</p> <p>Newsom, D., Vanslyke Turk, J., Kruckeberg, D. (2003). Totul despre relatiile publice. Iasi: Polirom.</p> <p>Smith, R.D. (2020). Strategic Planning for Public Relations (6th ed.). Routledge.</p> <p>Tench, R., Yeomans, L. (Eds.) (2017). Exploring Public Relations and Management Communication (4th ed.). Pearson.</p> <p>Moss, D., DeSanto, B. (Eds.) (2005). Public Relations Cases: International Perspectives. Taylor & Francis e-Library.</p> <p>Wilcox, D.L., Cameron, G.T., Reber, B.H. (2015). Public Relations: Strategies and Tactics (11th ed.). Pearson.</p>			

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 content is up-to-date and consistent 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	<ul style="list-style-type: none"> - 1 point for using a citation system when citing the source(s); bibliography; -2 points for following all the proposed steps in completing the exam topic (including selecting a template for detailing the PR plan for the event or campaign); -3 points: level of detail regarding the personal or project team’s involvement in researching and presenting the chosen case; - 1 point: ability to synthesize ideas in writing; -2 points: justification of the PR stages by identifying and presenting official communication/promotional materials from the event or campaign; - 1 point: automatically awarded. 	<p>Minimum course attendance of 50% is required to take the exam</p> <p>In-person exam, PROJECT-based assessment: Topic: Analysis of a public relations event or campaign that took place in the last three years (2023, 2024, 2025) or is currently underway in 2026, in Romania</p> <p>Requirement: A submission deadline will be set based on the complexity of the assigned tasks, within the period established for the final assessment.</p>	50%
10.5 Seminar/ laboratory/ project	Assessment of term papers, homework assignments, and seminar attendance	<p>The arithmetic mean of the assignments completed throughout the semester.</p> <p>Attendance at seminars, the accumulation of attendance records, and the completion of seminar work through the assignment of a grade (only during the course’s scheduled teaching period) are prerequisites for taking the exam, regardless of the exam session in which the assessment takes place.</p>	50%

10.6 Minimal performance standard			
Presentation of a product developed as part of the course requirements (PR campaign plan and analysis of a case study). A minimum grade of 5 is required for both the exam and the seminar.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Victor BRICIU, Ph.D., Course holder	Lecturer Vlad BĂTRĂNU-PINȚEA, Ph.D.

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Social Communication							
2.2 Course convenor	Romulus-Florian OPRICA, Ph.D.,							
2.3 Seminar/ laboratory/ project convenor	Romulus-Florian OPRICA, Ph.D.,							
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	EC

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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					4
Examinations					5
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Communication in the Digital Environment (Year I); Professional Ethics and Deontology (Year I); Introduction to the Mass-Media System (Year II).
4.2 competences-related	Basic abilities to express oneself and write in English (minimum B2 level); basic skills in using digital platforms and social networks; basic critical thinking.

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector and internet connection; access to the university's e-learning platform; computer and wireless presenter.
5.2 for seminar/ laboratory/ project development	Seminar room equipped with video projector and internet connection; access to the interactive seminar platform; personal devices (laptop/smartphone/tablet) for live exercises; camera/microphone for presentation-recording sessions.

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <p>Learning Outcome 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication.</p> <p>L.O. 2.1.2. The student identifies concepts related to the public and audience, measurement methods, and audience indicators.</p> <p>L.O. 2.1.3. The student identifies ownership structures, control mechanisms, and production models specific to mass media systems.</p> <p>LO 2.1.4. The student identifies the elements that play a role in the process of public opinion formation.</p> <p>Skills:</p> <p>LO 2.2.1. The student selects models that explain a communication situation in a professional context.</p> <p>LO 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, grids, and tools.</p> <p>LO 2.2.3. The student adapts messages to various categories and segments of the audience.</p> <p>Responsibility and autonomy:</p> <p>L.O. 2.3.1. The student evaluates the characteristics of representation in the media and on digital platforms.</p> <p>L.O. 2.3.2. The student uses communication models and media theories to design media plans.</p> <p>L.O. 2.3.3. The student critically analyzes the plurality of interpretations in media representation.</p> <p>CP.4 Managing public interaction in the online environment</p> <p>Knowledge:</p> <p>LO 4.1.1. The student identifies the principles of public relations and reputation management, as well as the factors that influence public perceptions.</p> <p>L.O. 4.1.2. The student distinguishes between communication strategies and designs specific to different organizational contexts (risk, crisis, social change, etc.).</p> <p>Skills:</p> <p>L.O. 4.2.1. The student assesses public perception, participates in professional networks, and initiates conversations regarding a person/organization/brand.</p> <p>Responsibility and autonomy:</p> <p>L.O. 4.3.1. The student applies principles and methodologies for public opinion research.</p> <p>L.O. 4.3.2. The student drafts press releases and public relations materials tailored to various media channels and digital platforms.</p>
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <p>LO 5.1.1. The student uses online tools to communicate and share resources in digital environments.</p> <p>LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content.</p> <p>Responsibility and autonomy:</p> <p>LO 5.2.1. The student collaborates with others in teams to solve specific professional problems.</p> <p>LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects.</p> <p>LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.</p>

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

7.1 General course objective	Developing an integrated framework of social communication skills tailored to the contemporary digital ecosystem: identifying and countering manipulation,
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	developing intercultural intelligence, building a personal brand, and using legitimate persuasion in professional contexts.
7.2 Specific objectives	<p>Identifying, analysing, and countering manipulation and disinformation techniques; understanding cultural dimensions (Meyer, Hofstede); understanding the principles of rhetoric and argumentation (Aristotle, Toulmin).</p> <p>Building authentic professional relationships through strategic networking techniques, leveraging the theory of weak ties (Granovetter) and Dunbar's number</p> <p>Developing a coherent and ethical personal brand, grounded in one's own identity, critical thinking, and intercultural awareness</p> <p>Applying legitimate persuasion (ethos / pathos / logos), argumentation frameworks (Toulmin, PREP, STAR), and principled negotiation (Fisher & Ury) in professional contexts</p> <p>Delivering effective oral presentations with a clear "What? So What? Now What?" objective (Matt Abrahams, Stanford GSB)</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to Social Communication. Identity and the Foundations of Authentic Communication.	PowerPoint presentation, facilitated discussion, contract pedagogic	2	
MODULE I - The Anatomy of Manipulation: Cialdini Revisited (reciprocity, commitment, social proof, authority, scarcity, liking); legitimate persuasion vs. manipulation.	PowerPoint presentation, case studies (electoral disinformation, aggressive marketing, UX dark patterns)	2	
The attention economy and money in communication. Platform business models (attention → data → targeting → revenue); the influencer economy; native advertising vs. journalism.	PowerPoint presentation, analysis of Digital News Report data, structured discussion	2	
Anti-manipulation toolkit: verifying sources (CRAAP test), reverse image search, fact-checking (Snopes, EUvsDisinfo), lateral reading (Wineburg / Stanford SHEG), deepfake detection.	PowerPoint presentation, live verification demo, hands-on exercise	2	
MODULE II -Culture map: the eight dimensions of Erin Meyer (communicating, evaluating, persuading, leading, deciding, trusting, disagreeing, scheduling); Romania's position; the Hofstede model as a foundation	PowerPoint presentation, self-assessment, comparative cultural map	2	
Networking: the theory of weak ties (Granovetter), Dunbar's number, strategic vs. transactional networking (Adam Grant), social capital (Bourdieu).	PowerPoint presentation, case studies, exercise in mapping one's personal network	2	

Applied Intercultural Communication: Real-world case studies (HSBC, Walmart Germany, eBay China); high-context vs. low-context communication; the peach vs. coconut model.	PowerPoint presentation, case study, discussion	2	
MODULE III - Personal Branding: From Identity to Positioning. Adapted Ikigai Framework; Audience Targeting; Case Studies on Personal Branding in Romania.	PowerPoint presentation, comparative examples, positioning exercise	2	
Content and audience: organic vs. paid growth. Algorithms from a creator's perspective; content pillars; relevant metrics vs. vanity metrics (reach/engagement/conversion); SEO, hashtag strategy, ROI.	PowerPoint presentation, analysis of LinkedIn/TikTok/Instagram algorithms, case study	2	
Ethical self-promotion: visibility without pretense. The imposter syndrome; the Edge framework (Laura Huang); personal storytelling (situation-complication-resolution); authority through intellectual generosity (Adam Grant).	PowerPoint presentation, case studies, reflective exercise	2	
MODULE IV - Legitimate Persuasion: Aristotle for the Modern Age. Ethos, Pathos, and Logos in the Digital Age; the Toulmin Argumentative Model (claim-evidence-warrant); the PREP and STAR presentation frameworks.	PowerPoint presentation, analysis of public speeches, practical exercise	2	
Communication in difficult situations: principled negotiation (Fisher & Ury, Getting to Yes); separating the person from the problem; crisis communication; effective feedback (the SBI model); saying no without damaging the relationship.	PowerPoint presentation, negotiation scenarios, response modelling	2	
Masterclass: Integration and Synthesis. Mapping acquired skills; connections between the four modules (identity → critical thinking → intercultural → brand → strategy); applied Q&A.	Summary lecture, discussion with students, group mind map	2	
Final presentations and a peer feedback session. Group reflection on the semester's progress.	Student presentations, peer review, structured feedback from the instructor	2	
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Huang, L. (2020). *Edge: Turning Adversity into Advantage*. New York: Portfolio.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. New York: PublicAffairs.

Newport Institute & Reuters Institute (2024). *Digital News Report 2024*. Oxford: Reuters Institute for the Study of Journalism.

Nichols, T. (2017). *The Death of Expertise: The Campaign Against Established Knowledge and Why It Matters*. New York: Oxford University Press.

Toulmin, S. E. (2003). *The Uses of Argument* (updated ed.). Cambridge: Cambridge University Press.

Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven: Yale University Press.

Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). *Evaluating Information: The Cornerstone of Civic Online Reasoning*. Stanford History Education Group. Retrieved from <https://purl.stanford.edu/fv751yt5934>.

Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. New York: PublicAffairs.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the seminar workshop. Rules of procedure, presentation of the interactive platform (romulusoprica.ro/interactive). Student self-introductions, group sociogram.	Facilitated discussion, self-introduction exercise, use of a sociogram	2	
Manipulation Lab. Students are given 5 advertisements/posts and identify Cialdini's techniques; they then create a manipulative message and an ethical one for that product. Debrief.	Practical exercise, teamwork, structured debrief	2	
'Follow the Money'. Students spend 20 minutes analyzing their own social media feeds to identify sponsored content; calculation of 'attention seconds sold daily'; discussion.	Feed analysis, calculation, discussion	2	

Fact-Checking War Room. 10 viral claims (a mix of true and false); 60-minute time limit for verification, with documentation of the process; leaderboard based on accuracy and speed; building your own kit.	Timed exercise, leaderboard, debrief	2	
Cultural Mapping. Individual self-assessment across Meyer's 8 dimensions; pair exercise: negotiation between different cultures; debriefing on cultural tensions.	Self-assessment, role-play, debrief	2	
Speed Networking + Elevator Pitch. 90 seconds per colleague (Stanford "What? So What? Now What?" format); 8 rounds; structured peer feedback; refining a 30-second message.	Speed networking, peer feedback	2	
Multicultural team simulation. Teams of 5 students assigned a specific "cultural profile" (German/Japanese/Brazilian/Indian/American); consensus on a project; structured debriefing.	Simulation, role-play, debrief	2	
"My Brand in 3 Sentences" Workshop. Each student writes three versions of their own brand statement; group feedback on clarity, differentiation, and authenticity; live review of LinkedIn profiles.	Individual feedback, group feedback, LinkedIn audit	2	
Content Lab. Each student creates three pieces of content for the platform of their choice (LinkedIn/TikTok/Instagram/blog): one educational piece, one personal piece (storytelling), and one opinion piece; peer review.	Content production, peer review	2	
Workshop: 5-Minute Pitch. 5-minute pitch: "Who I am, what I do, why it matters"; video recording; feedback on clarity, emotional connection, and call to action; self-reflection.	Pitch, video recording, feedback, self-analysis	2	
Debate Tournament. 2-on-2 debates on various topics ("Will AI make communication more honest or more manipulative?"; "Should social media platforms be regulated?"); the jury evaluates based on clear criteria.	Competitive debate, judging	2	
Negotiation & Crisis Simulations. Three scenarios: (1) salary negotiation, (2)	Scenario simulation, recording, debrief	2	

crisis communication - personal brand under attack online, (3) giving difficult feedback to a teammate; structured debrief.			
Final Presentations – Round I. Teams present their group project (viewing of a report/film + photos + video footage + group summary); judging.	Group presentations, judging	2	
Final presentations – Round II + submission of individual deliverables. The second half of the teams presents; submission of the 3 individual deliverables; final debrief.	Group presentations, submission of deliverables, debrief	2	
Bibliography The course bibliography, supplemented with the resources mentioned in the interactive worksheet for each seminar on the romulusoprica.ro/interactive/ platform. Resources used: CRAAP Test (California State University, Meriam Library); Civic Online Reasoning Curriculum (Stanford History Education Group, https://cor.stanford.edu/); Reuters Institute Digital News Report (current issue); EUvsDisinfo Database (East StratCom Task Force, https://euvsdisinfo.eu/); Snopes Fact Check Database (https://www.snopes.com/); Think Fast, Talk Smart Podcast (Stanford GSB, https://www.gsb.stanford.edu/business-podcasts/think-fast-talk-smart). Lecture notes and course materials provided by the instructor on the university's e-learning platform.			

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

The curriculum for the Social Communication course is aligned with similar programs offered by international universities (Stanford Graduate School of Business -the "Strategic Communication" program; Wharton School, University of Pennsylvania - "Influence and Communication" courses; INSEAD – "Cross-Cultural Management" program), as well as with the requirements set by professional associations in the field of communication (International Association of Business Communicators - IABC; European Association of Communication Directors – EACD; Public Relations Society of America – PRSA). The competencies developed address the needs identified in the labor market in Romania and across Europe for the occupations for which the Digital Media program prepares graduates (advertising agency manager, photojournalist, broadcast secretary - ISCO-08: 2642), with an emphasis on critical thinking, media literacy, intercultural competence, and strategic online communication.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Mastery of the concepts, models, and theoretical frameworks presented (Cialdini, Meyer, Hofstede, Aristotle, Toulmin).	Three individual assignments, one per module, due at the end of each module: Module I – Personal Anti-Manipulation Kit (written document, 2 pages) Module II – Personal cultural profile based on Meyer's 8 dimensions + filmed elevator pitch (90 sec) Module III - Personal Branding	50% (3 × 16,67%)

		Strategy + 30-Day Editorial Plan	
10.5 Seminar/ laboratory/ project	The team's ability to collectively interpret a media product (report/film); application of social communication concepts.	Group project: watching a documentary or film related to the subject, followed by research using photography and video recording, and concluding with a group summary	50%
10.6 Minimal performance standard			
Submission of all three individual deliverables corresponding to Modules I–III (anti-manipulation kit; personal cultural profile based on the 8 Meyer dimensions + filmed elevator pitch; personal branding strategy with a 30-day editorial plan) and documented participation in the creation and public presentation of the group project (viewing of a discipline-specific report/film + photo shoot + video recording + group summary) by the date of the colloquium. For each component submitted, demonstrate the application of a conceptual framework identifiable from the course.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Romulus-Florian OPRICA, Ph.D., Course holder	Romulus-Florian OPRICA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Musical Illustration							
2.2 Course convenor	Professor Madalina RUCSANDA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Professor Madalina RUCSANDA, Ph.D.							
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					40
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 credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with video projector, computer and audio system
5.2 for seminar/ laboratory/ project development	Laboratory equipped with computers, audio-production software (Cubase, Audacity or equivalent), video-production software, headphones, audio system

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	<p>Knowledge (from an artistic and documentary standpoint) of the digital environment, in its main fields (audio and visual), through its characteristic features that define the international specificity in audio-visual. Developing in young media-makers the skills to create complex digital audio-video projects.</p>
7.2 Specific objectives	<ul style="list-style-type: none"> - The student should know the digital environment from the standpoint of its technical possibilities and of training students to use various audio or visual graphics programs, and should be familiarised with modern digital-creation methods and techniques. - should be familiarised with elements specific to the digital environment (technical skills for using a music-creation program and developing creativity in using video programs), elements they can later use in producing a complex material targeting sound and image.

	- should apply notions related to the morphology of digital media presented in the musical and video examples studied.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
General issues of the digital environment. The concept of digital environment: terminology and etymology. The content and scope of the notion. General and specific features of digital creation on a global scale.	Lecture, conversation, explanation	2	
Principles, methods and techniques of production in digital material. Music and video production, their branches, current application.	Lecture, conversation, explanation	2	
History of digital concerns in the world (21st century).	Lecture, conversation, explanation	2	
The stages of creating a project that incorporates image, sound and word.	Lecture, conversation, explanation, demonstration	2	
Morphology of the international digital environment. Image and audio impact. Characteristic features of a project comprising visual and auditory elements.	Lecture, conversation, explanation	2	
The architectonic form of a digital project. Elements and criteria for determining the creation.	Lecture, conversation, explanation	2	
The design process in producing an audio-video project. The basic elements of the creation process.	Lecture, conversation, explanation	2	
Bibliography: Delfanti, A., Arvidsson, A. (2019). Introduction to Digital Media. Malden: John Wiley & Sons. Buckingham, D. (2008). Youth, Identity and Digital Media. Cambridge: MIT Press. Zager, M. (2012). Music Production. Plymouth: The Scarecrow Press. Guerin, R. (2018). Cubase 10 Power!: The Comprehensive Guide. .			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
General Issues in the Digital Environment- Commentary, Music Appreciation, and Visualization. Applied Specialized Projects.	Listening, conversation, exercise, explanation	10	
Technical aspects of the most widely used audio and video production software. Introduction to graphic design	Listening, conversation, exercise, explanation	8	

elements and their integration with audio material.			
Digital Creation – specialized topics, commentary, mandatory audio and visual projects, structural analysis, review of sample materials, and hands-on work in specific software programs.	Listening, conversation, exercise, explanation, hands-on activity	10	
Bibliography: Hepworth, M. (2012). <i>Mixing and Mastering with Cubase</i> . Wisconsin: Hal Leonard Books. Ess, C. (2013). <i>Digital Media Ethics</i> . Malden: 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 course content is up to date with the latest academic literature in the field and is consistent with the activities carried out at other universities.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Receptiveness, dialogue, and analysis of digital audio-video projects.	Written test	60%
10.5 Seminar/ laboratory/ project	Completion of the course assignments and a project that will include relevant audio and video materials.	Oral presentation of the project	40%
10.6 Minimal performance standard			
For a grade of 5: presentation of audio and video projects completed at the end of the course, basic knowledge of general issues in the digital environment and of the elements of audio and video composition (sound systems, visual elements, architectural form)			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Madalina RUCSANDA, Ph.D., Course holder	Professor Madalina RUCSANDA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Photography							
2.2 Course convenor	Iosif TRIF							
2.3 Seminar/ laboratory/ project convenor	Iosif TRIF							
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							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	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
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Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					40
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Familiarisation with the fields of photography and visual arts; interest in developing artistic aptitudes and discovering new creative dimensions
4.2 competences-related	The ability to interpret, read, analyse, communicate and express through the lens of fundamental knowledge from the fields of visual arts, architecture, history, anthropology, communication theories, semiotics

5. Conditions (if applicable)

5.1 for course development	Room equipped with video projector, PC, internet access
5.2 for seminar/ laboratory/ project development	Room equipped with video projector and PC; digital cameras (DSLR/mirrorless); image-editing software

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Developing skills to analyse, interpret, explore, investigate, represent and conceptualise the surrounding world through digital photography. Knowledge and familiarisation with the techniques, tools and good practices of contemporary digital photography.
7.2 Specific objectives	Acquiring the history of photography; knowing the compositional elements; understanding colour and light theory; knowing the digital photographic equipment. Producing photographs in different contexts (portrait, landscape, urban, architecture, macro, nature); developing a photographic portfolio; applying composition and light principles; digital editing respecting ethics.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
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Introduction to the history of photography. Historical perspective. The experimental period (1826- 1855). Photographic art and the world of commercial, industrial, tourist effusions and nature exploration.	Lecture, conversation, explanation, exemplifications	2	
On vision in photography. The elements of a successful photograph (colour/black-and-white; points, surfaces, volumes, shapes, lines, textures, rhythm; light/shadow). Introduction to composition theory. Perspectives, angles.	Lecture, conversation, explanation, exemplifications	2	
On the language of light. Elements of colour theory. Colour vs. black-and-white photography. Light and seasons. Golden hours in photography.	Lecture, conversation, explanation, exemplifications	2	
On equipment in digital photography. Cameras, lenses, accessories. Efficiency, versatility and optimum in equipment choice.	Lecture, conversation, explanation, exemplifications	2	
On image and techniques in digital photography. Portrait, action photography, nature photography, urban photography, macro photography, architecture photography.	Lecture, conversation, explanation, exemplifications	2	
On reality, image, the imaginary, lying and ethics in digital photography. Telling the truth vs. lying. Image transformations and the ethics of retouching.	Lecture, conversation, explanation, exemplifications	2	
On Kitsch in Digital Photography. The Mechanism Behind the Creation of Kitsch. Summary and Recap.	Lecture, conversation, explanation, exemplifications	2	
<p>Bibliography:</p> <p>ADNUM, Heidi, Ghidul fotografiei de produs, Ed. Casa, 2013</p> <p>ARNHEIM, Rudolf, Arta and percepția vizuală: o psihologie a văzului creator (2016); Forța centrului vizual: un studiu al compoziției în artele vizuale (2016), Ed. Polirom, București</p> <p>BRUGGERMANN, Jens; EBBERT, Leonie, Fotografierea copiilor, Ed. Casa, 2013</p> <p>BURIAN, Peter, Fotografia. Ghid practic – secretele unor fotografii reuandte, National Geographic, Ed. Egmont, 2005</p> <p>CONSTANTIN, Paul, Culoare, artă, ambient, Ed. Meridiane, 1979</p> <p>CONSTANTINESCU, Dinu Teodor, Fotografia and arhitectura, Ed. Tehnică, București, 1984</p> <p>CONSTANTINESCU, Spiru, Peisajul în fotografie, Ed. Tehnică, 1962</p> <p>ECO, Umberto, Istoria frumuseții, Ed. Enciclopedia RAO, București, 2005</p> <p>ECO, Umberto, Istoria urâtului, Ed. Enciclopedia RAO, București, 2007</p> <p>FEININGER, Andreas, Fotografii creator, Ed. Polirom, 2015</p> <p>FREEMAN, Michael, The Complete Guide to Digital Photography, The Ilex Press Limited, 2001; 101 ponturi de bază în fotografia digitală, Ed. Litera, 2009; 50 Paths to Creative Photography, The Ilex Press Limited, 2019</p>			

FREEMAN, Michael; WIGNALL, Jeff, Școala de fotografie: expunerea, Ed. Litera, 2015
 FREEMAN, Michael; LUCK, Steve, Școala de fotografie: editarea digitală, Ed. Litera, 2015
 FREEMAN, Michael; QUINN, Catherine, Școala de fotografie: lumină and iluminare, Ed. Litera, 2015
 GIACOSA, Margherita; MOTTADELLI, Roberto; MORELLI, Gianni, 100 de fotografii care au schimbat lumea, Ed. Didactica Publishing House, 2017
 HACKING, Juliet (ed.), Fotografia. La storia completa, Atlante, Florența, 2012
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 HURTER, Bill, Fotografia de nuntă, Ed. Casa, 2016
 IAROVICI, Eugen, Fotocompoziția, Ed. Minerva, București, 1966
 IONESCU, Iulius, Lumină and culoare, Ed. Universitară „Ion Mincu”, București, 2013
 JEFFREY, Ian, Magnum Landscape, Phaidon, 2005
 JENSEN, Brooks, Despre fotografie cu dragoste, Ed. Diafragma 9, 2011
 LIVIO, Mario, Secțiunea de aur. Povestea lui phi, cel mai uimitor număr, Ed. Humanitas, București, 2002
 MAGNI, L., În spatele camerei. Cei mai mari fotojurnaliști ai vremurilor noastre, Didactica Publishing House, 2019
 MIHAILESCU, Teofil, Athos. Arhitectură and spațiu sacru (2014); Brașov. Atmosferă, arhitectură and spațiu urban (2015); Lumina României. Centenarului Marii Uniri a României. 1918-2018 (2018), Ed. Universității Transilvania, Brașov
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 ***, Photography. The Masters, Ed. Scala, 2010
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 ***, Fotografia de portret pe înțelesul tuturor, 2011; Fotografia wildlife pe înțelesul tuturor, 2014; Fotografia de peisaj pe înțelesul tuturor, 2012, 3 D Media Communications

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Topic 1. A Busy Morning. About how the city wakes up, featuring both places and people.	Presentation of topics, concepts, photographs, and comparative analysis through discussion, documentation, and applied research	4	
Topic 2. Affection in the City. On the Dimensions of Love in an Architectural and Urban Context.	Exposition of topics, concepts, photographs and comparative analysis, documentation and applied research activity	4	
Topic 3. Loneliness, sadness, urban drama. The poetics of human sadness and space-time on the city stage.	Exposition of topics, concepts, photographs and comparative analysis, documentation and applied research activity	4	

Topic 4. Within and Beyond the Walls. The Story of Boundaries and Boundlessness in the Relationship Between the Built Environment and the Natural Environment.	Exposition of topics, concepts, photographs and comparative analysis, documentation and applied research activity	4	
Topic 5. Urban Textures. The story of the facades and surfaces of buildings and public spaces. Urban interventions. The effects of modernity.	Exposition of topics, concepts, photographs and comparative analysis, documentation and applied research activity	4	
Topic 6. A pentagon of dichotomies: old-new, ugly-beautiful, small-large, sad-happy, natural-synthetic in architecture.	Exposition of topics, concepts, photographs and comparative analysis, documentation and applied research activity	4	
Topic 7. The City as Text- An Exercise in Urban Semiotics. The urban fabric, landmark architecture, styles, condition.	Exposition of topics, concepts, photographs, and comparative analysis; presentation of the final portfolio	4	
<p>Bibliography:</p> <p>ADNUM, Heidi, Ghidul fotografiei de produs, Ed. Casa, 2013</p> <p>ARNHEIM, Rudolf, Arta and percepția vizuală: o psihologie a văzului creator (2016); Forța centrului vizual: un studiu al compoziției în artele vizuale (2016), Ed. Polirom, București</p> <p>BRUGGERMANN, Jens; EBBERT, Leonie, Fotografierea copiilor, Ed. Casa, 2013</p> <p>BURIAN, Peter, Fotografia. Ghid practic – secretele unor fotografii reuandte, National Geographic, Ed. Egmont, 2005</p> <p>CONSTANTIN, Paul, Culoare, artă, ambient, Ed. Meridiane, 1979</p> <p>CONSTANTINESCU, Dinu Teodor, Fotografia and arhitectura, Ed. Tehnică, București, 1984</p> <p>CONSTANTINESCU, Spiru, Peisajul în fotografie, Ed. Tehnică, 1962</p> <p>ECO, Umberto, Istoria frumuseții, Ed. Enciclopedia RAO, București, 2005</p> <p>ECO, Umberto, Istoria urâtului, Ed. Enciclopedia RAO, București, 2007</p> <p>FEININGER, Andreas, Fotografiful creator, Ed. Polirom, 2015</p> <p>FREEMAN, Michael, The Complete Guide to Digital Photography, The Ilex Press Limited, 2001; 101 ponturi de bază în fotografia digitală, Ed. Litera, 2009; 50 Paths to Creative Photography, The Ilex Press Limited, 2019</p> <p>FREEMAN, Michael; WIGNALL, Jeff, Școala de fotografie: expunerea, Ed. Litera, 2015</p> <p>FREEMAN, Michael; LUCK, Steve, Școala de fotografie: editarea digitală, Ed. Litera, 2015</p> <p>FREEMAN, Michael; QUINN, Catherine, Școala de fotografie: lumină and iluminare, Ed. Litera, 2015</p> <p>GIACOSA, Margherita; MOTTADELLI, Roberto; MORELLI, Gianni, 100 de fotografii care au schimbat lumea, Ed. Didactica Publishing House, 2017</p> <p>HACKING, Juliet (ed.), Fotografia. La storia completa, Atlante, Florența, 2012</p> <p>HARMAN, Doug, Ghid de fotografie digitală, Ed. Polirom, București, 2012</p> <p>HENDRICKS, Judita, 20th Century Photography, Taschen, 2012</p> <p>HURTER, Bill, Fotografia de nuntă, Ed. Casa, 2016</p> <p>IAROVICI, Eugen, Fotocompoziția, Ed. Minerva, București, 1966</p> <p>IONESCU, Iulius, Lumină and culoare, Ed. Universitară „Ion Mincu”, București, 2013</p> <p>JEFFREY, Ian, Magnum Landscape, Phaidon, 2005</p> <p>JENSEN, Brooks, Despre fotografie cu dragoste, Ed. Diafragma 9, 2011</p> <p>LIVIO, Mario, Secțiunea de aur. Povestea lui phi, cel mai uimitor număr, Ed. Humanitas, București, 2002</p> <p>MAGNI, L., În spatele camerei. Cei mai mari fotojurnaliști ai vremurilor noastre, Didactica Publishing House, 2019</p>			

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***, Photography. The Masters, Ed. Scala, 2010

***, The Joy of Photography, Eastman Kodak Company (ed.), Perseus Books, 1991

***, Fotografia de portret pe înțelesul tuturor, 2011; Fotografia wildlife pe înțelesul tuturor, 2014; Fotografia de peisaj pe înțelesul tuturor, 2012, 3 D Media Communications

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 content is designed to address the specific aspects of digital photography and aims to promote the practical work, exploration, and interdisciplinary research that are characteristic of professionals in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The acquisition and understanding of practical and theoretical knowledge in digital photography; the ability to read and creatively interpret space; an understanding of the potential of photography and its cultural and symbolic meanings.	Colloquium based on photographic analysis and a theoretical component	40%
10.5 Seminar/ laboratory/ project	Creation of a photography portfolio on the proposed topics (Experiencing the City – Anthropological Perspectives).	Photography portfolio + oral presentation	60%
10.6 Minimal performance standard			
Create a photography portfolio featuring at least 5 of the 7 topics. Demonstrate an understanding of basic compositional elements. Achieve a minimum grade of 5 on both the midterm exam and the portfolio.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Iosif TRIF, Course holder	Iosif TRIF, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Animation and Visual Effects							
2.2 Course convenor	Iosif TRIF							
2.3 Seminar/ laboratory/ project convenor	Iosif TRIF							
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type		2.7 Course status	Content ³⁾	SC
							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	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, on specialised electronic platforms and in the field					28
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					44
Tutorial					4
Examinations					2
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Basic knowledge of digital graphics and integrated audio-video elements
4.2 competences-related	Intermediate-level digital competences; creative and collaborative project approach

5. Conditions (if applicable)

5.1 for course development	Access to digital educational resources and support for audio-visual transmission in multiple formats
5.2 for seminar/ laboratory/ project development	Laboratory with computers equipped with video-editing software; equipment for green screen and stop-motion

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data in professional contexts. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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 digital environment from artistic and documentary perspectives and acquiring the techniques for creating animation and visual effects for contemporary digital media.
7.2 Specific objectives	<ul style="list-style-type: none"> - Acquiring the technical possibilities of digital media and relevant software. - Familiarisation with contemporary digital-creation techniques. - Understanding the compositional principles of animation and visual effects.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
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Introduction to animation and visual effects: concepts, types, principles and the relationship with the language of visual communication.	Lecture, conversation, explanation, case study	2	
The informative clip: purpose, creation, genres and stylistic orientation.	Lecture, conversation, explanation, case study	2	
Stop-motion: definition, applications, artistic relevance and examples.	Lecture, conversation, explanation, case study	2	
Animation in specific digital environments.	Lecture, conversation, explanation, case study	4	
Green screen: accessible principles and techniques of creation in new media.	Lecture, conversation, explanation, case study	2	
Review and synthesis: integrating concepts into contemporary and future animation trends (Metaverse, AI, MR, AR).	Lecture, conversation, explanation, case study	2	
Bibliography: McLuhan, M. (1964). <i>Understanding media: The extensions of man</i> . McGraw-Hill. Wright, S. (2008). <i>Compositing visual effects: Essentials for the aspiring artist</i> . Focal Press. Dutra, L. R. (2021). <i>From cartoon to facial animation in contemporary stop-motion</i> . Routledge. White, T. (2006). <i>Animation from pencils to pixels: Classical techniques for the digital animator</i> . Focal Press. Bode, L. (2017). "It's a fake!": CGI and the contemporary animation of realism. <i>Animation Studies</i> , 12. Surman, D. (2012). CGI animation: Pseudorealism, perception, and possible worlds. <i>Animation: An Interdisciplinary Journal</i> , 7(2), 209–225. https://doi.org/10.1177/1746847712444309 Sheldon, Z. (2018). <i>The Gollum problem: CGI, performance capture and animation in the digital age</i> . Bloomsbury Academic. Wells, P. (Ed.). (1998). <i>The uses of animation</i> . Routledge.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Collaborative development and comparative analysis of proposed scenes (films, videos, games).	Exercise, explanation, case study	4	
Creating an informational video (storyboard discussion, presentation of raw footage).	Exercise, explanation, case study	6	
Stop-motion exercise (in class and as homework).	Exercise, explanation, case study	6	
Creating animations using software such as Adobe Premiere Pro or After Effects.	Exercise, explanation, case study	6	
Green screen exercises.	Exercise	6	
Bibliography: Idin, N.M.S. <i>Visual Effects Cinematography</i> . Treske, A. <i>Digital Reality: Visual Effects in the Image</i> . Daly, K.M. <i>Cinema 3.0</i> . Weiberg, B. <i>Image as Collective</i> . White, T. <i>Animation from Pencils to Pixels</i> . Focal Press. Wright, S. <i>Compositing Visual Effects</i> . Focal Press.			

McLuhan, M. Understanding Media: The Extensions of Man.
Brown, W. Supercinema.

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 content combines classical and modern approaches to animation and visual effects, helping students become both practitioners with solid technical skills and conceptual creators. Students gain expertise in the latest artistic technologies and philosophies, enabling them to be competitive in a global market (film, gaming, advertising, and social media industries).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Mastery of specialized vocabulary; familiarity with digital animation tools.	Oral presentation and assessment of theoretical knowledge	50%
10.5 Seminar/ laboratory/ project	Practical application of theoretical skills in two projects (informational video + animation/green screen).	Practical and oral assessment of seminar projects	50%
10.6 Minimal performance standard			
Grade 5; submission of all projects; definition and explanation of the basic principles of animation and visual effects; administration of the final exam.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Iosif TRIF, Course holder	Iosif TRIF, Holder of seminar / laboratory / project

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;
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- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Media Production II							
2.2 Course convenor	Mara PANAITE, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Iulia BARBU							
2.4 Study year	III	II		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					40
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					16
Tutorial					4
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	-
4.2 competences-related	Technical knowledge of media compression and formats (codecs, colour models, audio sampling); skills in using image-, sound- and video-editing programs (covered in DMP I).

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector and audio system. Didactic video and photo materials for in-class analysis.
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5.2 for seminar/ laboratory/ project development	Multimedia laboratory equipped with: DSLR/mirrorless cameras, lighting kit (continuous and flash), microphones (shotgun, lavalier), digital recorders, editing workstations. Equipment may be borrowed for individual projects.
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6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation of professional content for digital media, in accordance with ethical and deontological norms</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student describes the main types of digital-media content (text, image, audio, video, interactive). - LO 3.1.3. The student defines digital-content production workflows. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student uses digital tools for creating multimedia content. - LO 3.2.2. The student applies design and narrative principles in content production. - LO 3.2.3. The student adapts content to the platform and target audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student autonomously produces digital-media materials in line with professional requirements. - LO 3.3.2. The student evaluates the quality of produced content and proposes improvement solutions. <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of communication. - LO 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms.
	<p>Transversal competences</p> <p>CT.5 Communication and cooperation in professional contexts, assuming collective and individual responsibilities</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student knows the principles of teamwork and professional communication. <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student uses digital collaboration tools. - LO 5.2.2. The student communicates effectively in interdisciplinary teams. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.3.1. The student assumes roles and responsibilities in the team. - LO 5.3.2. The student complies with professional ethics and academic integrity norms.

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

7.1 General course objective	Developing practical skills for digital-media production in photo and video, from concept and pre-production through to final deliverable and distribution. The course deepens the applied side (professional workflow, aesthetics, visual narrative), while Digital Media Production I provides the technical foundation (compression, formats, codecs).
7.2 Specific objectives	- Planning and pre-production of a photo/video project (concept, brief, script, storyboard, budget, scouting).

	<ul style="list-style-type: none"> - Knowing and using professional photo/video equipment (cameras, lenses, supports, lighting, audio). - Applying composition, framing and camera-movement principles. - Capturing sound for video (microphones, monitoring, noise management). - Video post-production: narrative editing, colour grading, sound design, basic motion graphics. - Photo post-production: RAW editing, colour, ethical retouching, optimisation for multi-platform distribution. - Distributing content on digital platforms (YouTube, Instagram, TikTok, websites), with format and metric adaptations.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introductory lecture. Digital-media production as a professional workflow. The difference between DMP I (technology) and DMP II (applied production). Roles in the production team	Lecture, viewing materials	2	
2. Photo and video pre-production: concept, brief, script, storyboard, budget, planning, location scouting	Lecture, examples, case study	2	
3. Photo/video equipment: cameras (DSLR, mirrorless, professional smartphones), lenses, tripods, gimbals, and sliders. Technical specifications and selecting equipment based on the project	Lecture with demonstrations	2	
4. Image composition: the rule of thirds, leading lines, symmetry, aspect ratios. Adapting composition to different formats (16:9, 9:16, 1:1, 4:5)	Lecture, image analysis	2	
5. Lighting in Photography and Video: Natural vs. Artificial Light, Three-Point Lighting, Light Modifiers, Color Temperature, Exposure Metering	Lecture, hands-on demonstrations	2	
6. Camera language in video: types of shots, camera movements, visual rhythm, axis of action (180-degree rule)	Lecture, sequence analysis	2	
7. Audio recording for video: microphones (shotgun, lavalier, condenser), recorders, monitoring, audio levels, noise management	Lecture, demonstrations	2	
8. Documentary photography, photojournalism, portrait and event photography	Lecture, portfolio review	2	
9. Narrative video editing: principles (continuity, cross-cutting, parallel editing), pacing, time management	Lecture, sequence analysis	2	

10. Color grading: color spaces (Rec.709, ReL.O.2020, sRGB), LUTs, primary and secondary grading, look development	Lecture, demonstrations	2	
11. Video sound design: dialogue editing, music supervision, foley, mixing, audio mastering	Lecture, demonstrations	2	
12. RAW Photo Editing: Lightroom/Capture One Workflow, Ethical Retouching in Photojournalism, Optimization for Print and Digital	Lecture, demonstrations	2	
13. Multi-platform distribution: YouTube, Instagram, TikTok, and our own websites. Formats, metrics, video SEO, thumbnails	Lecture, case study	2	
14. Ethics in Photo/Video Production: Image Rights, Consent, Representation, Digital Manipulation, Deepfakes, and the Creator's Responsibility. Review Course	Lecture, debate	2	
Bibliography :			
Block, B. (2020). The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media. 3rd ed. Routledge.			
Brown, B. (2016). Cinematography: Theory and Practice. 3rd ed. Routledge.			
Freeman, M. (2018). The Photographer's Eye: Composition and Design for Better Digital Photos. Focal Press.			
Holman, T. (2010). Sound for Film and Television. 3rd ed. Focal Press.			
Kenworthy, C. (2019). Master Shots Vol 1-3: 100 Advanced Camera Techniques. Michael Wiese.			
Murch, W. (2001). In the Blink of an Eye: A Perspective on Film Editing. Silman-James Press.			
Hullfish, S. (2017). The Art and Technique of Digital Color Correction. 2nd ed. Routledge.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Introductory lab. Familiarization with equipment (cameras, lenses, microphones, lights). Safety rules and loan procedures	Hands-on demonstrations, exercises	2	
2. Photography composition exercise: Create a series of 10 images on a given theme, in different formats (landscape, portrait, square)	Teamwork, feedback	2	
3. Studio lighting exercise: portrait using three-point lighting, adjusting the key-to-fill ratio	Individual practical work	2	
4. Video capture exercise: a 30-second clip featuring three different types of shots and a camera movement	Teamwork	4	
5. Audio recording synchronized with video: interview with two participants, two microphones, ambient sound management	Teamwork, feedback	2	
6. RAW photo editing: Lightroom workflow (import, organization, global adjustments, presets, export)	Individual practical work	2	

7. Video Editing Project 1: A 2–3-minute narrative montage using footage captured in Labs 4–5	Individual practical work	4	
8. Video color grading: applying a specific aesthetic (cinematic, documentary, social media), before-and-after comparison	Individual practical work	2	
9. Sound design for the video project: dialogue editing, music placement, final mix	Individual practical work	2	
10. Sound design for the video project: dialogue editing, music placement, final mix	Individual practical work	2	
11. Presentation of the final photo/video project. Peer review discussions	Presentations, group feedback	4	
Bibliography: Adobe Inc. (2024). Premiere Pro User Guide. https://helpx.adobe.com/premiere-pro/user-guide.html Blackmagic Design (2024). DaVinci Resolve 18 Reference Manual. Carlson, S. & Carlson, V. (2018). Professional Lighting Handbook. 4th ed. Routledge. Kenworthy, C. (2017). The Hidden Tools of Comedy: The Serious Business of Being Funny. Michael Wiese. Manual Lightroom Classic: Adobe Inc. (2024).			

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

This course complements Digital Media Production I (covered in Year 2, focusing on technology and compression), Visual Culture (Year 1), Digital Photography (Year 2, optional, focusing on photographic aesthetics), and Animation and Visual Effects (Year 2, optional). The curriculum meets the requirements of employers in video production (marketing agencies, media outlets, film production) and prepares students for occupations such as photojournalist (ISCO-08 2642) and multimedia content creator.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Mastery of photo/video production principles, understanding of professional workflows, and the ability to analyze aesthetics.	Written exam with open-ended questions and case studies	40%
10.5 Seminar/ laboratory/ project	Quality of practical deliverables (photo series, edited video clip, final project). Assessment of the process (organization, teamwork).	Photo/video portfolio + final project + ongoing assessment	60%
10.6 Minimal performance standard			

Production and submission of a photo project (a series of 10 edited images, etc.: prepared for a distribution platform) and a video project (a 2–3-minute narrative clip with synchronized audio and color grading applied), in accordance with professional standards; achieving a minimum of 50% of the total score.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assistant Mara PANAITI, Ph.D., Course holder	PhD candidate Iulia BARBU, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Communication and Organisational Behaviour							
2.2 Course convenor	Associate Professor Horia MOASA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Jeanet PEREZ RODRIGUEZ							
2.4 Study year	3	2.5 Semester	5	2.6 Evaluation type	E	2.7 Course status	Content3)	CC
							Attendance type4)	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/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					40
Tutorial					5
Examinations					3
Other activities.....					
3.7 Total number of hours of student activity	108				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and laptop

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. - LO 2.3.3. The student critically analyses the plurality of interpretations in media representation. <p>CP.4 Management of audience interaction in the online environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 4.1.1. The student identifies the principles of public relations and reputation management and the factors influencing public perceptions. - LO 4.1.2. The student differentiates between communication strategies and designs specific to different organisational contexts (risk, crisis, social change, etc.). <p>Skills:</p> <ul style="list-style-type: none"> - LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 4.3.1. The student applies principles and methodologies for public-opinion research. - LO 4.3.2. The student drafts press releases and public-relations materials adapted to different media channels and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Developing an in-depth understanding of communication in an organisational context and of organisational behaviour. Familiarising students with the major themes of human-resource management (recruitment, selection, socialisation,
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	motivation, performance evaluation, professional development) and with intercultural comparison in organisations.
7.2 Specific objectives	<ul style="list-style-type: none"> - - Defining the main concepts specific to the field of organizational communication, and applying them and the related terminology in various contexts. - - Providing a conceptual explanation of organizational communication situations and professional issues in this field. - - Identifying the concepts and methods appropriate for developing an organizational communication strategy. Correctly applying the main methods, techniques, tactics, and strategies of organizational communication.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory Course: Objectives, Topics, and Expectations. What is Organizational Communication and Behavior?	Presentation, conversation, interactive exposition	2	
Recruitment and Selection. Case Study: Trouble at Tessei.	Presentation, case study, Q&A session	2	
Socialization and Assimilation in Organizations. Case Studies: The Roller-coaster Ride (Resignation of a Star), Recruitment of a Star.	Presentation, exemplification, case discussion	2	
Organizational Motivation. Case Study: Microsoft - Competing on Talent.	Presentation, exemplification, case discussion	2	
Comparing National Cultures: The Geert Hofstede Model. Case Study: Euro Disney – The First 100 Days.	Presentation, exemplification, case discussion	2	
Decision-making in organizations. Case study: Rudi Gassner and the BMG International Executive Committee.	Presentation, exemplification, case discussion	2	
Summary and review: integrating concepts of communication and organizational behavior.	Summary lecture, discussion with students	2	
Bibliography: <ol style="list-style-type: none"> 1. Bartlett, C. A., & Wozny, M. (2001). Microsoft: Competing on talent (A). Harvard Business School Case 300-001. Harvard Business School Publishing. 2. Bernstein, E., & Buell, R. W. (2015). Trouble at Tessei. Harvard Business School Case 615-044. Harvard Business School Publishing. 3. Brannen, M. Y. (2004). When Mickey loses face: Recontextualization, semantic fit, and the semiotics of foreignness. <i>Academy of Management Review</i>, 29(4), 593–616. 4. Groysberg, B., Balog, S., & Haimson, J. (2004). The roller coaster ride: The resignation of a star. Harvard Business School Case 405-031. Harvard Business School Publishing. 5. Groysberg, B., Balog, S., & Haimson, J. (2006). Recruitment of a star. Harvard Business School Case 407-036. Harvard Business School Publishing. 6. Hill, L., & Weber, K. S. (2018). Rudi Gassner and the Executive Committee of BMG International (A). Harvard Business 			

School Case 494-055. Harvard Business School Publishing.

7. Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage Publications.
8. Martin, J. (2009). HR planning, resourcing and retention. In *Human Resource Management* (pp. 36–46). SAGE Publications Ltd.
9. Orliczky, M. (2008). Recruitment strategy. In P. Boxall, J. Purcell, & P. M. Wright (Eds.), *The Oxford Handbook of Human Resource Management* (pp. 274–298). Oxford University Press.
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11. Schmitt, N., & Kim, B. (2008). Selection decision-making. In P. Boxall, J. Purcell, & P. M. Wright (Eds.), *The Oxford Handbook of Human Resource Management* (pp. 301–315). Oxford University Press.
12. [Anonymous author]. (2008). Induction and training. In *Human Resource Management* (pp. 60–66). [Publisher unspecified].
13. [Anonymous author]. (2008). Motivating employees. In *Human Resource Management: Principles and Practices* (pp. 148–152). [Publisher unspecified].
14. [Anonymous author]. (2008). Training and induction. In *Human Resource Management* (pp. 70–75). [Publisher unspecified].

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the course objectives and topics, learning expectations.	Presentation, conversation, interactive exposition	2	
Job analysis. Practical exercise: creating a job profile.	Presentation, guided discussion, group exercise	4	
Recruitment. Practical exercise: designing a job posting.	Presentation, individual and group exercises, oral presentations	4	
Selection. Practical exercise: seen through the eyes of a recruiter.	Presentation, hands-on analysis, individual exercise	4	
Socialization. Practical activity: realistic onboarding—analysis of the Marty and Pat case study. Design of a customized onboarding program.	Case study, group exercise, oral presentations	4	
Performance evaluation. Practical exercise: proposing performance metrics for different roles.	Presentation, guided discussion, group exercise	2	
Work Motivation. Group Analysis of Motivational Cases and the Application of Theoretical Models.	Presentation, group exercise, analysis	4	
Training and Development. Applied Case Study: Training at Pal's Sudden Service.	Presentation, case study, analysis	4	

Bibliography :

1. Aamodt, M. G. (2015). *Industrial/Organizational Psychology: An Applied Approach*. Wadsworth.
2. Armstrong, M. and Taylor S. (2014). *Armstrong's Handbook of Human Resource Management*. Kogan Pag.
3. Bauer, T. N. (2010). *Onboarding New Employees: Maximizing Success*. SHRM Foundation.
4. Dessler, G. (2020). *Human Resources Management*. Pearson.
5. Latham, G.P. (2012). *Work Motivation: History, Theory, Research, and Practice*. SAGE Publications.
6. Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. (2019). *Performance Appraisal and Management*.
7. Newstrom, J. W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at Work*. McGraw-Hill/Irwin.

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9. Robbins, S. P. and Judge T. A. & Breward K. E. (2018). Essentials of Organizational Behaviour. 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 course develops the essential skills required to fulfill professional roles in the field of organizational communication at an advanced level. It strengthens the skills needed to analyze, plan, and manage organizational communication, both internally and externally.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Applying concepts of organizational behavior and communication to the analysis of real-world situations; understanding theoretical models.	Attendance + Daily assessment of course participation (answers to questions, application of concepts and perspectives) Questions covering all topics addressed in the course	70%
10.5 Seminar/ laboratory/ project	Active participation: attendance (40%) + participation (60%)	Attendance + Daily record of seminar participation	30%
	Completion of practical activities (job profile, job posting, onboarding design, performance metrics); active participation.	Portfolio of practical activities + oral presentations	
10.6 Minimal performance standard			
The development of a practical project that analyzes and proposes solutions to address the organizational communication challenges of a beneficiary organization.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Horia MOASA, Ph.D., Course holder	PhD candidate Jeanet PEREZ RODRIGUEZ, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Fake News							
2.2 Course convenor	Costel-Marian DALBAN, Ph.D.,							
2.3 Seminar/ laboratory/ project convenor	Lecturer Vlad BATRANU-PINTEA, Ph.D.							
2.4 Study year	III	Semester	5	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					38
Tutorial					6
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 credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Introduction to the Mass-Media System, Media and Society (Year II)
4.2 competences-related	English, intermediate level

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector, computer, appropriate software
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and computers, internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. - LO 2.3.3. The student critically analyses the plurality of interpretations in media representation. <p>CP.4 Management of audience interaction in the online environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 4.1.1. The student identifies the principles of public relations and reputation management and the factors influencing public perceptions. - LO 4.1.2. The student differentiates between communication strategies and designs specific to different organisational contexts (risk, crisis, social change, etc.). <p>Skills:</p> <ul style="list-style-type: none"> - LO 4.2.1. The student evaluates public perception, participates in professional networks and initiates conversations in relation to a person/organisation/brand. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 4.3.1. The student applies principles and methodologies for public-opinion research. - LO 4.3.2. The student drafts press releases and public-relations materials adapted to different media channels and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Familiarising students with the Fake News phenomenon, which is one of the greatest challenges of contemporary society.
7.2 Specific objectives	<ul style="list-style-type: none"> - - Understanding the concepts of information and disinformation, the types of fake news, how it spreads, and the impact of fake news on the public sphere. - - Developing the skills to identify and analyze fake news; understanding the importance of ethically conveying messages through mass media channels; - Identifying ways to combat fake news

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The Phenomenon of Fake News: Information and Misinformation— Definition, History, Evolution, and Types of Fake News.	Traditional lecture, discussion, examples	4	
Identifying and Recognizing Fake News: Strategies, Causes (virality, the growth of social media, fact-checking).	Interactive lecture, discussion, presentation, analysis, examples	4	
The Reporting of Fake News: Journalistic Truth, Subjectivity, the Concept of Fairness, Manipulation, and Bias. Fake News in a Political Context.	Participatory lecture, debate, exemplification	4	
Communication channels and fake news: differences in approach— traditional media vs. new media.	Interactive lecture, discussion, web documentaries	4	
The impact of fake news on society: its influence on daily life, polarization, and the erosion of trust in institutions.	Participatory lecture, debate, exemplification	4	
The impact of fake news on society: its influence on daily life, polarization, and the erosion of trust in institutions.	Interactive lecture, discussion, web documentaries	4	
Summary and review: integrating knowledge about fake news into professional practice.	Synthesis lecture, discussions	4	
Bibliography: <ul style="list-style-type: none"> - Abassi, A., Zhang, Z., Zimbra, D., Hsinchun, C., Jr, N., & F, J. (2010). Detecting Fake Websites: The Contribution of Statistical Learning Theory. <i>MIS Quarterly</i>. - Anantharam, P., & Thirunarayan, K. (2012). Trust Networks: Interpersonal, Sensor, and Social. <i>Ohio Center of Excellence in Knowledge-enabled Computing - Kno.e.sis</i>, 2-10. - Bakir, V., & McStay, A. (2017). Fake News and The Economy of Emotions: Problems, causes, solutions. <i>Research Gate</i>, 1-19. - Beckett, C. (2017, November 11). 'Fake news': the best thing that's happened to journalism. <i>4 London School of Economics and Political Science</i>, pp. 1-5. - Bolder, M. (2008). <i>Digital Media and Democracy: Tactics in hard time</i>. London, England: The Mitt Press. - Coman, C. (2000), In Search of Truth. Opinion polls and their credibility. <i>ASTRA</i>, 5 (20), Astra Publishing House, 19-24. 			

- Coman, C. (2018) Training versus information through the media. West Publishing House, Timișoara.
- Coman, C. (2018) Image analysis and media influence. Editura de Vest.Timișoara.
- Coman, C. & Șelaru, V. (2005) Communication between information and manipulation: Trainers and sellers of green horses. All beck Publishing House
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- Pariser, E. (2011). The Filter Buble. What internet is hiding from you . New York: The Penguin Press.
- Posetii, J., Wardle, C., Magda, A.-F., Bell, F., Trewinnard, T., Mantzaris, A., & Ireton, C. (2018). Journalism, 'Fake News' & Disinformation. Paris: United Nations Educational, Scientific and Cultural Organization.
- Posetti, J. (2017). Protecting Journalism Sources in the Digital Age. Paris, France: United Nations Educational, Scientific and Cultural Organization.
- Sanja, K., Truong, M., Shahbaz, A., Earp, M., & White, J. (2017). Manipulating Social Media to Undermine Democracy. Freedom House .
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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar: an overview of the phenomenon of fake news, and a presentation of the seminar's evaluation criteria.	Conversation, examples, working with the textbook	2	
Identifying and Recognizing Fake News: Case Studies—Recognition Strategies, Analysis of the Causes of Its Emergence.	Conversation, teamwork, exemplification	4	
The Reporting of Fake News: Subjectivity, Objectivity, and Fairness— An Analysis of News Coverage from the Perspective of How Information Is Reported Across Various Channels.	Conversation, teamwork, exemplification	4	
Traditional media vs. new media: a comparative analysis of news presented on TV and radio versus websites and blogs.	Conversation, teamwork, discussion, and visual examples	2	
Combating fake news: writing a fake news story, explaining its structure, and discussing ways to combat it.	Conversation, teamwork, exemplification	2	
Bibliography:			
<ul style="list-style-type: none"> - Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. Journal of economic perspectives, 31(2), 211-36. - Bârgăoanu, A. (2018) #Fakenews The New Arms Race. Evrika Publishing. - Burkhardt, J. M. (2017). Combating fake news in the digital age (Vol. 53, No. 8, pp. 5-9). American Library Association. - Coman, C. (2000), In Search of Truth. Opinion polls and their credibility. ASTRA, 5 (20), Astra Publishing House, 19-24. 			

- Coman, C. (2018) Training versus information through the media. West Publishing House, Timișoara.
- Coman, C. (2018) Image analysis and media influence. Editura de Vest.Timișoara.
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- Voicu, M. (2018) Matrioșka mincinoandlor: Fake news, manipulare, populism. *Humanitas*
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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 course content is updated and aligned with activities carried out at other universities 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	Understanding the concepts of fake news, manipulation, framing, and fact-checking; the ability to explain the mechanisms by which misinformation spreads.	Written examination	60%
10.5 Seminar/ laboratory/ project	Level of student engagement - Interest in independent study	Active participation in seminar activities - papers and projects prepared by the student	40%
10.6 Minimal performance standard			

Understanding the basics of the fake news phenomenon
 Writing and presenting a research paper on a topic of your choice related to fake news

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Costel-Marian DALBAN, Ph.D., Course holder	Lecturer Vlad BATRANU-PINTEA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Applications of Artificial Intelligence in Digital Media							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	PhD candidate Anna BUCS							
2.4 Study year	3	2.5 Semester	5	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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					29
Tutorial					4
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector and laptop, internet access
5.2 for seminar/ laboratory/ project development	-

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Acquiring an in-depth understanding of fundamental concepts and methods in the field of artificial intelligence, their use in data analysis and in designing innovative digital solutions for media environments, and developing the practical skills needed to implement and use dedicated software in this field.
7.2 Specific objectives	<ul style="list-style-type: none"> • Familiarisation with the fundamental notions concerning artificial intelligence and its impact in digital environments. • Acquiring the knowledge and skills needed to implement and use artificial-intelligence tools in the media context: in managing and personalising digital content. • Developing the skills to adapt and integrate AI methods into professional activities in accordance with the ethical norms and regulations in the media field.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory lecture - presentation of the course objectives and topics. Introduction to artificial intelligence (What is artificial intelligence? The difference between AI and classical algorithms. History of AI: from Turing to Deep Learning).	Participatory lecture, problematisation. - conversation	2	
Types of Artificial Intelligence and Applications in Digital Media (Types of Artificial Intelligence: narrow AI vs. general AI, rule-based AI, machine learning-based AI, introduction to the concept of generative AI).	Participatory lecture, problematisation. - interactive exposition - exemplification	2	
Understanding Language Models and Their Role in Intelligent Applications (What are language models and LLMs? How do they work? The role of language models in intelligent applications: chatbots, digital copilots. How do they influence media and digital content (automatic writing, description generation, etc.))	Participatory lecture, problematisation. - interactive exposition - exemplification	2	
Generative Artificial Intelligence - What It Is and How It Works (An Explanation of Generative AI Technology; Applications in Digital Media: Generating Text, Image, and Video Content)	Participatory lecture, problematisation. - interactive exposition - exemplification	2	
How can teams in the media industry benefit from generative AI? (How can generative AI optimize processes in the media industry (e.g., automated ad generation)?), Collaboration between humans and AI: the concept of the co-pilot.	Participatory lecture, problematisation. - interactive exposition - exemplification	2	
The Impact of AI on Society and the Business Environment, Risks, and Responsible AI (The Impact of AI on Jobs, Creativity, and the Economy; Risks Associated with AI: Algorithmic Bias, Data Privacy, Generative AI, and Misinformation; Responsible AI: Ethical Standards and Best Practices in the Use of AI)	Participatory lecture, problematisation. - interactive exposition - exemplification	2	

Summary and review: Integrating AI into professional media workflows.	Synthesis lecture, discussions	2	
Bibliography:			
1. Connock, A. (2022). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age. Routledge.			
2. van Esch, P., & Stewart Black, J. (2021). Artificial intelligence (AI): revolutionizing digital marketing. Australasian Marketing Journal, 29(3), 199-203, https://doi.org/10.1177/18393349211037 .			
3. Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. California management review, 61(4), 5-14.			
4. Karnouskos, S. (2020). Artificial intelligence in digital media: The era of deepfakes. IEEE Transactions on Technology and Society, 1(3), 138-147			
5. Khullar, V., Sharma, V., Angurala, M., & Chhabra, N. (Eds.). (2024). Artificial Intelligence and Society 5.0: Issues, Opportunities, and Challenges. CRC Press			
6. Liu, C. (2022). Artificial intelligence interactive design system based on digital multimedia technology. Advances in Multimedia, 2022(1), https://doi.org/10.1155/2022/4679066 .			
7. Musiol, M. (2024). Generative AI: Navigating the course to the artificial general intelligence future. Wiley.			
8. Poole, D. L., & Mackworth, A. K. (2024). Artificial Intelligence: foundations of computational agents. Third Edition. Cambridge University Press.			
9. Russell, S. J., & Norvig, P. (2012). Artificial intelligence: A modern approach, 4th Edition. Pearson.			
10. Singler, B. (2025). Religion and Artificial Intelligence: An Introduction. Taylor & Francis.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar: group discussion on the advantages and limitations of AI systems in personalizing user experiences (students' personal experiences).	Conversation, case study, team exercises	2	
An overview of generative AI applications (features, unique characteristics, and practical use cases - ChatGPT, Claude, Midjourney, DALL-E, Sora, etc.).	Conversation, research, case study, team projects	8	
Creativity exercises: using generative AI to create different types of content-writing prompts in various generative AI applications.	Conversation, examples, group exercises	6	
Automatic Generation of Digital Content: Benefits and Risks. Testing the Limits of Generative AI. Generating Content for Social Media Using Generative AI.	Conversation, case study, team projects	6	
Developing an intelligent chatbot.	Conversation, team projects, discussion	4	
Ethical guidelines and best practices for the use of generative AI.	Conversation, case study, team projects	2	
Bibliography:			
1. Connock, A. (2022). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age. Routledge.			

2. Khullar, V., Sharma, V., Angurala, M., & Chhabra, N. (Eds.). (2024). Artificial Intelligence and Society 5.0: Issues, Opportunities, and Challenges. CRC Press
3. Liu, C. (2022). Artificial intelligence interactive design system based on digital multimedia technology. *Advances in Multimedia*, 2022(1), <https://doi.org/10.1155/2022/4679066>.
4. Musiol, M. (2024). *Generative AI: Navigating the course to the artificial general intelligence future*. Wiley.
5. Poole, D. L., & Mackworth, A. K. (2024). *Artificial Intelligence: foundations of computational agents*. Third Edition. Cambridge University Press.
6. Russell, S. J., & Norvig, P. (2012). *Artificial intelligence: A modern approach*, 4th Edition. Pearson.

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 content is up to date with the latest academic literature in the field and is consistent with the activities carried out at other universities.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		Written exam – multiple-choice test	45%
		Assessment of activities during the course	15% [The maximum score is conditional on participation in at least 5 courses. The score is calculated in proportion to the number of attendances and activities]
10.5 Seminar/ laboratory/ project	Compilation of the portfolio of exercises and projects completed during the seminar	Continuous assessment during seminar activity	30%
	Applying the specific concepts and models covered to build an intelligent chatbot	Project-based assessment (according to the project outline)	10%
10.6 Minimal performance standard			
Passing the multiple-choice test. Understanding general and specific concepts in the field. Developing, writing, and presenting a specialized paper (project) on a current topic in the field.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Arabela BRICIU, Ph.D., Course holder	PhD candidate Anna BUCS, Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Web Design							
2.2 Course convenor	Associate Professor Vlad POPESCU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Vlad POPESCU, Ph.D.							
2.4 Study year	3	2.5 Semester	6	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					20
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Digital Media Production I (Year II)
4.2 competences-related	Basic knowledge of using the computer and the Internet

5. Conditions (if applicable)

5.1 for course development	Classroom equipped with multimedia equipment
5.2 for seminar/ laboratory/ project development	Computer lab with internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Basic training in web-page design. The materials and applications presented in the laboratory sessions provide the practical training students need to develop and implement functional websites using current technologies.
7.2 Specific objectives	<p>Knowing the principles of Internet communication (protocols, architectures); understanding web technologies (HTML, CSS, JavaScript, PHP, databases); knowing Web APIs and data formats (XML, JSON).</p> <p>The graduate's ability to actively use current web technologies; designing, developing, integrating and operating a web information system on both client and server side; assimilating web technologies such as HTML, CSS, JavaScript, PHP, MySQL.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory elements concerning Internet communication: network types, topologies, architecture and	Interactive lecture with didactic materials presented with the video projector, exemplification	4	

operation, router, gateway, hypertext, communication languages, protocols, telnet, e-mail, FTP, HTTP, IP addresses, DNS, URL, TCP/IP.			
Web technologies: e-mail services, the WWW service, client- and server-side web pages, client and server scripting languages, introduction to HTML.	Interactive lecture with didactic materials, solving of examples	4	
HTML programming: elements/tags, document structure, text formatting, hyperlinks, inserting objects and multimedia, tables, lists, frames, forms.	Interactive lecture with didactic materials, solving of examples	6	
Advanced HTML programming: using CSS (Cascading Style Sheets), JavaScript, the DOM model, DHTML, CGI (Common Gateway Interface).	Interactive lecture with didactic materials, solving of examples	6	
Server-side web programming. The PHP language (Hypertext Preprocessor).	Interactive lecture with didactic materials, solving of examples	4	
Interaction with Web APIs. XML and JSON data formats.	Interactive lecture with didactic materials, solving of examples	4	
<p>Bibliography:</p> <p>Rollet, O. (2015). <i>Apprendre à développer un site web avec PHP et MySQL: Exercices pratiques et corrigés</i>. Éditions ENI.</p> <p>Williams, R., & Tollett, J. (2003). <i>Design pentru Web: Un ghid accesibil pentru crearea, proiectarea and publicarea propriului site Web</i>. Corint.</p> <p>Radiou, D. (1996). <i>HTML: Publicații Web</i>. Computer Press Agora.</p> <p>Sebesta, R. W. (2012). <i>Programming the World Wide Web (7th ed.)</i>. Addison-Wesley.</p> <p>Robbins, J. N. (2018). <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics (5th ed.)</i>. O'Reilly Media.</p> <p>Duckett, J. (2014). <i>HTML and CSS: Design and Build Websites</i>. Wiley.</p> <p>Nixon, R. (2018). <i>Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5 (5th ed.)</i>. O'Reilly Media..</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the HTML language. Presentation of the structure of an HTML document and the most important tags.	Individual laboratory work, problem-solving	4	
Presentation of web forms and the associated input controls.	Individual laboratory work, problem-solving	4	
Advanced HTML. CSS.	Individual laboratory work, problem-solving	4	
Client-side scripting languages: JavaScript, Document Object Model (DOM), DHTML.	Individual laboratory work, problem-solving	4	
Presentation of the basic functions of the PHP language as a first server-side scripting language.	Individual laboratory work, problem-solving	4	

Accessing databases (MySQL) using PHP.	Individual laboratory work, problem-solving	4	
Interaction with Web APIs. Parsing XML and JSON. Practical examples with Google Maps and Open Weather Map.	Individual laboratory work, problem-solving	4	
<p>Bibliography:</p> <p>Rollet, O. (2015). <i>Apprendre à développer un site web avec PHP et MySQL: Exercices pratiques et corrigés</i>. Éditions ENI.</p> <p>Williams, R., & Tollett, J. (2003). <i>Design pentru Web: Un ghid accesibil pentru crearea, proiectarea and publicarea propriului site Web</i>. Corint.</p> <p>Radiou, D. (1996). <i>HTML: Publicații Web</i>. Computer Press Agora.</p> <p>Sebesta, R. W. (2012). <i>Programming the World Wide Web (7th ed.)</i>. Addison-Wesley.</p> <p>Robbins, J. N. (2018). <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics (5th ed.)</i>. O'Reilly Media.</p> <p>Duckett, J. (2014). <i>HTML and CSS: Design and Build Websites</i>. Wiley.</p> <p>Nixon, R. (2018). <i>Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5 (5th ed.)</i>. O'Reilly Media.</p>			

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 content prepares students for professional roles in web development (junior web developer, front-end developer, CMS content manager, web freelancer). The technologies covered (HTML5, CSS3, JavaScript, PHP, MySQL, JSON, REST APIs) are industry standards. Aligned with W3C standards and current web development practices.
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of web technologies and design principles; the ability to explain how Internet protocols and web technologies work.	Written examination	50%
10.5 Seminar/ laboratory/ project	Development of a complete website (frontend + backend) using HTML, CSS, JavaScript, PHP, and MySQL.	Portfolio of lab assignments + final project (website)	50%
10.6 Minimal performance standard			
Development of a simple website (at least 3 pages with CSS and interactive JavaScript elements). A minimum grade of 5 is required for both the exam and the project.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Vlad POPESCU, Ph.D., Course holder	Associate Professor Vlad POPESCU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Printing Systems							
2.2 Course convenor	Associate Professor Horia MOASA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Horia MOASA, Ph.D.							
2.4 Study year	3	2.5 Semester	6	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	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					38
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	92				
3.8 Total number per semester	120				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Communication in the Digital Environment; Digital Media Production; Graphic Design
4.2 competences-related	English, intermediate/advanced level

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Classroom configured for the use of the video projector and PowerPoint (.ppt) • Computers equipped with the Adobe Design Edition package • Digital printing press – Xerox Versant 280 (NRRP)
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Seminar room configured for the use of the video projector and PowerPoint (.ppt) • Computers equipped with the Adobe Design Edition package

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans. <p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Developing a theoretical and pragmatic understanding, as well as applying the basic procedures of digital printing systems, with a view to drawing up the organisational strategy for digital printing and exercising the occupations of digital-printing-systems specialist.
7.2 Specific objectives	<ul style="list-style-type: none"> • To evaluate digital-print technologies. • To recognise digital print systems. • To analyse the latest trends in the digital-print industry. • To analyse colour management. • To evaluate the correct selection of technology appropriate to client requirements. • To analyse the relationship between technology choice and productivity. • To evaluate technology management. • To identify the requirements of a successful business in the digital-print industry. • To identify all directions of application of digital print systems and applications.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Defining digital printing and learning the operating principles.	Lecture based on PowerPoint presentation	1	
Areas of use, advantages and disadvantages of digital printing.	Lecture based on PowerPoint presentation, debate	1	
Learning the methods of digital printing systems.	Lecture based on PowerPoint presentation, case analysis	1	
Understanding indoor and outdoor prints and their properties.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Learning the different types of qualities of digital print technology.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Examining print problems and proposed solutions.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Establishing the relationship between offset and digital printing.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Learning the workflows and business models in digital print systems.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Examining sector applications in digital print systems.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Examining new strategies in digital printing.	Lecture based on PowerPoint presentation, case analysis, debate	1	

Evaluating mechanisms for making digital-print systems more efficient.	Lecture based on PowerPoint presentation, case analysis, debate	1	
Evaluating the impact of the new industrial revolution (Industry 4.0) on digital printing.	Lecture based on PowerPoint presentation, case analysis	1	
Identifying the requirements of a successful digital-print business.	Lecture based on PowerPoint presentation	1	
Examining digital-print applications. Synthesis and review.	Lecture based on PowerPoint presentation, debate	1	

Bibliography:

Febvre, L., Martin, H.J. (1976). *The Coming of the Book*. London: Verso.
Harald Johnson, (2004) *Mastering Digital Printing: Digital Process and Print*, 2nd Edition, Cengage Learning PTR
Hind, A.M. (1963). *A History of Engraving & Etching from the 15th Century to the Year 1914*. New York: Dover.
Muller, W.J. (1998). *The Invention of Lithography by Alois Senefelder*. Pittsburgh: GATFPRESS.
Peacock J.– Berrill C. – M. Barnard, (1992) *The print production manual*, London
Kipphan, H. (Ed.) (2001). *Handbook of Print Media: Technologies and Production Methods*. Springer.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Practical applications in InDesign for acquiring basic commands, learning menus and shortcuts.	Practical exercises in the lab	14	

Bibliography:

Baxes, G. A. (1994). *Digital image processing: Principles and applications*. John Wiley & Sons.
Febvre, L., Martin, H.J. (1976). *The Coming of the Book*. London: Verso.
Gonzalez, R. C., & Woods, R. E. (2002). *Digital image processing (2nd ed.)*. Prentice Hall.
Harald Johnson, (2004) *Mastering Digital Printing: Digital Process and Print*, 2nd Edition, Cengage Learning PTR
Hind, A.M. (1963). *A History of Engraving & Etching from the 15th Century to the Year 1914*. New York: Dover.
Muller, W.J. (1998). *The Invention of Lithography by Alois Senefelder*. Pittsburgh: GATFPRESS.
Kipphan, H. (Ed.) (2001). *Handbook of Print Media: Technologies and Production Methods*. Springer.
Peacock J.– Berrill C. – M. Barnard, (1992) *The print production manual*, London
Mikolasch, W. (1984). *Schwarzweissreproduktion*. Polygraph Verlag, Frankfurt am Main.
Mikolasch, W. (1984). *Farbreproduktion*. Polygraph Verlag, Frankfurt am Main.
Adobe InDesign User Guide - <https://helpx.adobe.com/indesign/user-guide.html>

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

This course builds the core competencies required to perform professional roles in the field of digital communication at the specialist level. It develops the skills needed to analyze, plan, and manage organizations' digital printing needs.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	This course builds the core competencies required to	Examination	100%

	perform professional roles in the field of digital communication at the specialist level. It develops the skills needed to analyze, plan, and manage organizations' digital printing needs.		
10.5 Seminar/ laboratory/ project	Attendance, participation, and exercises completed in class.		
10.6 Minimal performance standard			
The development of an applied project that analyzes and proposes courses of action to address the digital printing challenges and requirements of a client organization.			

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

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

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Branding							
2.2 Course convenor	Professor Florin NECHITA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Roxana-Elena COMAN							
2.4 Study year	3	2.5 Semester	6	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	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					20
Additional documentation in libraries, on specialised electronic platforms and in the field					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					20
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	64				
3.8 Total number per semester	120				
3.9 Number of credits5)	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	Marketing (Year I);
4.2 competences-related	English at advanced level

5. Conditions (if applicable)

5.1 for course development	Classroom with laptop, video projector and e-learning platform
5.2 for seminar/ laboratory/ project development	Seminar room with laptop, video projector and e-learning platform

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Learning Outcome 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and the audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in the process of shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 2.2.1. The student selects models that explain a communication situation in a professional context. - L.O. 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, grids, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans. <p>CP.4 Managing Interaction with the Public in the Online Environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 4.1.1. The student identifies the principles of public relations and reputation management. - L.O. 4.1.2. The student differentiates between communication strategies and designs specific to different organizational contexts. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 4.2.1. The student assesses public perception, participates in professional networks, and initiates conversations regarding a person/organization/brand. <p>Responsibility and Autonomy:</p> <ul style="list-style-type: none"> - L.O. 4.3.1. The student applies principles and methodologies for public opinion research. - L.O. 4.3.2. The student drafts press releases and public relations materials tailored to various media channels and digital platforms.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	<ul style="list-style-type: none"> • Understanding the place of communication activities within organisations' marketing strategies. • Offering an overall perspective on digital branding and how it contributes to fulfilling organisations' objectives.
7.2 Specific objectives	<ul style="list-style-type: none"> • Addressing issues related to branding's relationship with the other functions of organisations. • Understanding the ethical and social aspects of digital-branding activities.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
1. The importance of branding in the context of digital communication	Participatory lecture, problematisation. - interactive exposition - exemplification	4	
2. Choosing the brand elements	Participatory lecture, problematisation. - interactive exposition - exemplification	2	
3. The concept of brand equity	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
4. Building a brand identity online	Participatory lecture, debate, exposition, problematisation. - interactive exposition - web research - exemplification	2	
5. The personality and values of digital brands	Prelegerea participativă, dezbaterea, expunerea. - expunerea interactivă - exemplificarea	2	
6. Digital Brand Positioning	Prelegerea participativă, expunerea, problematizarea. - expunerea interactivă - documentarea pe web - exemplificarea	2	
7. Digital brand storytelling	Prelegerea clasică, expunerea, problematizarea. - expunerea interactivă - documentarea pe web - exemplificarea	2	
8. Development of integrated brand-building programs	Classical lecture, exposition, problematisation. - interactive exposition	4h	

	- web research - exemplification		
9. Brand architecture. Expansion strategies. Portfolio strategies	Prelegerea clasică, expunerea, problematizarea. - expunerea interactivă - exemplificarea	2h	
10. Emotional and multisensory communication in the online environment	Classical lecture, exposition, problematisation. - interactive exposition - web research - exemplification	2h	
11. Brand Valuation	Classical lecture, exposition, problematisation. - interactive exposition - web research - exemplification	2h	
12. Trademark Registration and Legal Protection	Classical lecture, exposition, problematisation. - interactive exposition - web research - exemplification	2h	

Bibliography

- De Chernatony, L., McDonald, M. (2003). *Creating Powerful brands in Consumer, Service and Industrial Markets*, Elsevier Ltd., Oxford.
- De Chernatony, L. (2006). *From Brand Vision to Brand Evaluation. The strategic process of growing and strengthening brands*, Elsevier Ltd., Oxford.
- De Chernatony, L., McDonald, M. (2003). *Creating Powerful brands in Consumer, Service and Industrial Markets*, Elsevier Ltd., Oxford.
- Heding, T., Knudtzen, C., Bjerre, M. (2009). *Brand Management: research, theory and practice*, Ed. Routledge, New York
- Herbst, D. G., & Musiolik, T. H. (2015). *Building Strong Digital Brands*, Berlin: epubli.
- Kapferer, J. N. (2012). *The New Strategic Brand Management: Creating and Sustaining Equity Long Term*, Kogan Page, London and Philadelphia.
- Keller, K. L. (2008). *Best practice cases in branding: Lessons from the World's Strongest Brands*, Pearson Education, Upper Saddle River, New Jersey.
- Keller, K. L. (2013). *Strategic Brand Management. Building, Measuring, and Managing Brand Equity*, Pearson Education, Upper Saddle River, New Jersey.
- Kotler, P., & Keller, K. L. (2009). *Marketing Management*, Pearson Education, New Jersey.
- Lindstrom, M. (2009). *Branduri senzoriale: Construiți branduri puternice folosind toate cele 5 simțuri*, Ed. Publica, București.
- Klein, N. (2006). *NO LOGO: Tirania mărcilor*, Ed. Comunicare.ro, București.
- Mark, M., & Pearson, C. S. (2001). *The hero and the outlaw: Building extraordinary brands through the power of archetypes*. McGraw Hill Professional.
- 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/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Brand positioning in the digital environment. Exercise: developing a brand positioning strategy based on a fictional service or product.	Interactive exposition, conversation, exemplification, team exercises, web research	4	
Building a verbal brand identity. Exercise: developing a name and slogan.	Interactive exposition, conversation, exemplification, team exercises, web research	4	
Developing a visual brand identity (for an online product). Assignment: visual identity (mood board, references) + logo.	Interactive exposition, conversation, exemplification, team exercises, web research	4	
The Power of Community in Branding. Exercise: Identification + Community (blog/Facebook group/LinkedIn group).	Interactive exposition, conversation, exemplification, team exercises, web research	4	
Crisis Communication and Responses in the Digital Environment. Exercise: Simulation of real-life scenarios and presentation of a brand solution at the end.	Interactive exposition, conversation, exemplification, team exercises, web research	4	
Digital storytelling / Podcasts. Exercise: market analysis + recording a podcast teaser.	Interactive exposition, conversation, exemplification, team exercises, web research	4	
Personal Branding. Exercise: Creating a LinkedIn Profile / Resume / Website.	Interactive exposition, conversation, exemplification, team exercises, web research	4	

Bibliography

- De Chernatony, L. (2006). From Brand Vision to Brand Evaluation. The strategic process of growing and strengthening brands, Elsevier Ltd., Oxford.
- Heding, T., Knudtzen, C., Bjerre, M. (2009). Brand Management: research, theory and practice", Ed. Routledge, New York
- Herbst, D. G., & Musiolik, T. H. (2015). Building Strong Digital Brands, Berlin: epubli.
- Kapferer, J. N. (2012). The New Strategic Brand Management: Creating and Sustaining Equity Long Term, Kogan Page, London and Philadelphia.
- Keller, K. L. (2008). Best practice cases in branding: Lessons from the World's Strongest Brands, Pearson Education, Upper Saddle River, New Jersey.
- Keller, K. L. (2013). Strategic Brand Management. Building, Measuring, and Managing Brand Equity, Pearson Education, Upper Saddle River, New Jersey.
- McErlean, K. (2018). Interactive Narratives and Transmedia Storytelling: creating immersive stories across new media platforms, Abingdon: Routledge.
- 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.

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 content is updated in line with current specialist literature in the field and marketing and communication practices at national and international level. The course content is in line with activities carried out in other university

centres in the country and abroad. Representatives from the marketing and communication industry are present in lectures with a frequency of 1-2 hours per semester.

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 the specific concepts and theories presented in the lectures and grounded in the mandatory bibliography	Oral examination with the presentation of a synthesis paper	45%
		Group presentation of a topic from the previous course content	5%
10.5 Seminar/ laboratory/ project	Attendance record (minimum 5 out of 7)	Directly proportional to the number of attendances	20%
	Mastery of the field's language and understanding of specific concepts and theories	Completion and oral presentation of topics on assigned subjects	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Understanding general and specific concepts of the field studied. Drafting, formatting and presenting a specialist paper on a current topic in the field, using various sources and tools of information. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Florin NECHITA, Ph.D., Course holder	Roxana-Elena COMAN, Seminar holder

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Bachelor Thesis Preparation							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	Academic supervisor (teaching staff of the Department)							
2.4 Study year	3	Semester	6	Evaluation type	E	2.7 Course status	Content ³⁾	DD
							Attendance type ⁴⁾	CPC

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

3.1 Number of hours per week	0	out of which: 3.2 lecture	0	3.3 seminar/ laboratory/ project	0
3.4 Total number of hours in the curriculum	0	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	0
Time allocation					hours
Study of textbooks, course support, bibliography and notes					5
Additional documentation in libraries, on specialised electronic platforms and in the field					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					10
Examinations					5
Other activities.....					
3.7 Total number of hours of student activity	90				
3.8 Total number per semester	90				
3.9 Number of credits ⁵⁾	3				

4. Prerequisites (if applicable)

4.1 curriculum-related	All courses in the curriculum up to semester VI (especially Research Methodology)
4.2 competences-related	Methodological research knowledge; academic-writing ability; knowledge of citation standards

5. Conditions (if applicable)

5.1 for course development	Not applicable (the course has no lecture hours)
5.2 for seminar/ laboratory/ project development	Access to the university library and scientific databases; consultation meetings with the academic supervisor; access to Turnitin anti-plagiarism software (similarity below 25%)

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 1.1.1. The student identifies the main areas of research in communication sciences. - LO 1.1.2. The student reproduces the theoretical methodology used in scientific research (hypothesis, research questions, data analysis, conclusions). - LO 1.1.3. The student differentiates between the main methodological approaches in the field of communication sciences (quantitative, qualitative, rhetorical, discursive, mixed). <p>Skills:</p> <ul style="list-style-type: none"> - LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - LO 1.2.2. The student applies data-collection methods, observing research ethics norms. - LO 1.2.3. The student applies research methods appropriate to the topic. - LO 1.2.4. The student interprets research results in writing and through graphs, diagrams, tables. - LO 1.2.5. The student discusses research limits and proposes strategies for further deepening/verification. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 1.3.1. The student develops research and intervention projects in the field of communication sciences. - LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple manner. <p>CP.2 Strategic planning of communication activities through digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models and elements of direct and technologically mediated communication. - LO 2.1.2. The student identifies concepts related to the public and audience, measurement methods and audience indicators. - LO 2.1.4. The student identifies the elements that play a role in the process of forming public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects the models that explain a communication situation in a professional context. - LO 2.2.2. The student analyses the characteristics of the target audience using appropriate models, grids and instruments. - LO 2.2.3. The student adapts messages to various categories and segments of audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 2.3.1. The student evaluates the characteristics of representation in mass-media and digital platforms. - LO 2.3.2. The student uses communication models and media theories to design media plans.
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Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student demonstrates intercultural sensitivity by participating in different communities and networks.
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Forming the competences required for preparing a bachelor's thesis in the field of digital-media studies, through the application of research methodologies in communication sciences, developing analytical and academic-writing skills and integrating them into professional and interdisciplinary contexts.
7.2 Specific objectives	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Identify and apply concepts, theories, and methodologies specific to the field of communication sciences. - Develop a research plan and apply methods for data collection and analysis, in accordance with ethical and academic standards. - Draft and complete their bachelor's thesis in accordance with citation standards and academic norms. - Scientifically justify research findings and present them in a structured and clear manner. - Collaborate effectively with the advisor, adhering to deadlines and fulfilling assigned responsibilities. - Develop a critical and reflective attitude toward their own scientific approach and their contribution to the field.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
This is not the case (the course is entirely practical - it involves writing the BA thesis).	-	0	
Bibliography: -			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
First consultation meeting: selection of the final topic and formulation of a tentative title (or at least 5 proposed options); identification of the core bibliography during the research phase; proposal of a draft table of contents (organized by chapters).	Individual guidance, independent study, project-based learning, constructive feedback	0	

Interim Consultations (I): preparation of a detailed table of contents (chapters and subsections, at least 2 pages); phased drafting of the content (at least 10–20 pages, in accordance with academic standards and the Writing Guide).	Individual guidance, individual study, constructive feedback	0	
Interim Consultations (II): identifying and compiling the bibliography used (key works, recent publications, relevant articles); justifying the novelty of the research and identifying its limitations.	Individual guidance, individual study, constructive feedback	0	
Interim Consultations (III): establishing the methodological steps for the research chapter; applying the chosen research methodology.	Individual guidance, individual study, constructive feedback	0	
Interim Consultations (IV): Reviewing and revising the content of the paper; drafting the research chapter with the obtained results and discussing them.	Individual guidance, individual study, constructive feedback	0	
Final consultation meeting: determining the final title of the thesis; submission of the final, fully drafted version, in accordance with academic and citation guidelines; verification of compliance with the structure and writing standards; finalizing and preparing the thesis for the public defense.	Individual guidance, formative assessment	0	
<p>Bibliography:</p> <p>Becker, H.S. (2008). <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i>. University of Chicago Press.</p> <p>Brennen, B.S. (2021). <i>Qualitative Research Methods for Media Studies</i> (2nd ed.). Routledge.</p> <p>Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</p> <p>Fielding, N.G., Blank, G., Lee, R.M. (Eds.) (2016). <i>The SAGE Handbook of Online Research Methods</i>. SAGE.</p> <p>Gruba, P., Zobel, J. (2017). <i>How to Write Your First Thesis</i>. Springer.</p> <p>Sloan, L., Quan-Haase, A. (Eds.) (2022). <i>The SAGE Handbook of Social Media Research Methods</i>. SAGE.</p> <p>Guide to Writing a Thesis - Universitatea Transilvania din Brasov, Facultatea de Sociologie and comunicare.</p>			

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

- Determining research topics in collaboration with private beneficiaries and institutions to develop the applied aspect.
- Aligning with academic standards and professional requirements in the field.
- Aligning research topics with the actual needs of the labor market and the priorities of the scientific community.

10. Evaluation

F03.1-PS7.2-01/ed.3, rev.6

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Completion of at least two-thirds of the thesis by the time of the final evaluation; compliance with the writing criteria set forth in the Guide (citation system, chapter structure, definition of the research scope, format, and grammatical accuracy); attendance and active participation in advisory meetings; implementation of the recommendations made by the academic advisor.	PROJECT-BASED EXAM: upload/submit the final paper to the instructor; check for plagiarism using Turnitin (similarity below 25%); submit by the deadline during the official exam period	100% (10% course grade; the remainder = final exam grade)
10.6 Minimal performance standard			
Submission of an original and authentic paper that complies with academic standards. Plagiarism rate below 25% on Turnitin. Minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
-	Associate Professor Arabela BRICIU, Ph.D. Program Coordinator,

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Storytelling in Digital Media							
2.2 Course convenor	Mara-Mihaela PANAITE, Ph.D.,							
2.3 Seminar/ laboratory/ project convenor	Assistant Professor Mara-Mihaela PANAITE, Ph.D.							
2.4 Study year	3	2.5 Semester	5	2.6 Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					25
Tutorial					4
Examinations					5
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Video projection equipment and laptop
5.2 for seminar/ laboratory/ project development	Video projection equipment and laptop;

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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 the concepts, approaches and social contexts relevant to the use of storytelling in digital media
7.2 Specific objectives	<ul style="list-style-type: none"> • Defining the main concepts and approaches specific to storytelling, using them and the specialist terminology in multiple situations. • Conceptual explanation of communication situations and specialist problems in the use of storytelling.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to storytelling: definitions, approaches, relevance in digital communication.	Lecture, PowerPoint, conversation, visual materials	2	
Types of storytelling: oral, visual, written, digital.	Lecture, PowerPoint, conversation, visual materials	2	

Oral storytelling: techniques, narrative structures, oratory.	Lecture, PowerPoint, conversation	2	
Visual storytelling: image, photography, infographics, video.	Lecture, PowerPoint, conversation, visual materials	2	
Written storytelling: for web, blog, social media, journalism.	Lecture, PowerPoint, conversation	2	
Transmedia storytelling: developing narratives across multiple platforms.	Lecture, PowerPoint, conversation, visual materials	2	
Data storytelling: turning data into stories.	Lecture, PowerPoint, conversation, visual materials	2	
The script: structure, basic elements, classical models.	Lecture, PowerPoint, conversation, visual materials	2	
Types of script for digital media.	Lecture, PowerPoint, conversation, visual materials	4	
Script development: narrative arc, conflict, resolution.	Lecture, PowerPoint, conversation, visual materials	4	
Character construction: archetypes, character, development.	Lecture, PowerPoint, conversation, visual materials	2	
Storyboarding: visualising the story, production planning.	Lecture, PowerPoint, conversation, visual materials	2	

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to Storytelling: Icebreaker Exercises.	Practical exercises, presentations, discussion	2	
Types of storytelling: applications and projections.	Exercises, applications, projections	2	
Oral storytelling: exercises in public storytelling.	Exercises, applications, projections	2	
Visual storytelling: hands-on exercises.	Exercises, applications, projections	2	
Written storytelling: copywriting for various platforms.	Exercises, applications, projections	2	
Transmedia storytelling: multi-platform experience design.	Exercises, applications, projections	2	
Data storytelling: data visualization and communication.	Exercises, applications, projections	2	
The Scenario: Writing Exercises.	Exercises, applications, projections	2	
Types of Scripts for Digital Media: Practical Exercises.	Exercises, applications, projections	4	
Script development: teamwork.	Exercises, applications	4	
Character design and storyboarding: final project.	Individual and group work, final project	4	

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Neale, D., Richardson, H., Sweeney, E. C., & Campbell, S. (Eds.). (2025). *A creative writing handbook: developing dramatic technique, individual style and voice*. Bloomsbury Publishing.

Polletta, F., Chen, P. C. B., Gardner, B. G., & Motes, A. (2011). The sociology of storytelling. *Annual review of sociology*, 37(1), 109-130.

Schrodt, K., FitzPatrick, E., & McClain, J. (2023). Supporting emergent writing with oral storytelling strategies. *The Reading Teacher*, 76(4), 511-517.

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Spencer, T. D., & Pierce, C. (2023). Classroom-based oral storytelling: Reading, writing, and social benefits. *The Reading Teacher*, 76(5), 525-534.

Van Krieken, K., & Sanders, J. (2021). Storytelling on oral grounds: viewpoint alignment and perspective taking in narrative discourse. *Frontiers in Psychology*, 12, 634930.

Yang, S. (2023). Storytelling and user experience in the cultural metaverse. *Heliyon*, 9(4).

Yang, Y., & Qin, K. (2024). Script analysis and directorial concept in the realm of drama and film. In *SHS Web of Conferences* (Vol. 183, p. 03017). EDP Sciences.

Zhussupova, R., & Shadiev, R. (2023). Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom. *Journal of Computers in Education*, 10(3), 499-526.

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 content for "Storytelling in Digital Media" is designed to train professionals capable of understanding the approaches and implications of using storytelling in communication and digital media, identifying problems, as well as best practices in the field, to work in multidisciplinary teams on specific media and communication projects based on storytelling, and to communicate effectively within groups, organizations, and communities.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	Developing a creative project based on storytelling in digital media.	Project	50%
10.5 Seminar/ laboratory/ project	The ability to apply theoretical knowledge in practice; presenting information relevant to understanding the structure and use of storytelling	Continuous assessment	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Developing and publicly presenting a practical project on a topic of your choice related to storytelling in digital media. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Mara-Mihaela PANAITÉ, Ph.D., Course holder	Mara-Mihaela PANAITÉ, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Humour in Digital Media							
2.2 Course convenor	Associate Professor Stanca MĂDA, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Stanca MĂDA, Ph.D.							
2.4 Study year	3	Semester	5	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					30
Additional documentation in libraries, on specialised electronic platforms and in the field					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					26
Tutorial					4
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Medium-sized room, video projector
5.2 for seminar/ laboratory/ project development	Medium-sized room, video projector

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information and data. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data and digital content. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates with others in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional tasks or projects. - LO 5.2.3. The student 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	Acquiring the theoretical knowledge and practical skills concerning the role of humour in digital mass-media.
7.2 Specific objectives	<ul style="list-style-type: none"> - Familiarisation with the field of humour studies from various perspectives: communicative, sociolinguistic, psychological and anthropological. - Knowing the main theories and approaches in humour studies; understanding the social and communicative functions of humour; analysing humour in intercultural contexts and in digital media. - Forming synthesis skills; forming the capacity for critical analysis of humour in mass-media; forming skills in using humour as a communication strategy (in branding, social media, journalism); analysing memes and viral content.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Humour: definitions, species, typology and functions.	Expository, interactive	2	
Theoretical perspectives in humour studies (linguistic, sociological, psychological, anthropological).	Expository, interactive	2	
Humour in (inter)cultural contexts.	Interactive, based on case studies	2	
Humour as a communication process.	Interactive teaching based on case studies	2	
Verbal and non-verbal means of producing humour.	Interactive teaching based on case studies	2	
Ethnic humour in mass-media.	Interactive teaching based on case studies	2	
Humour and political correctness.	Interactive teaching based on case studies	2	
Humour as a social process.	Interactive teaching based on case studies	4	
The role of humour in digital media.	Expository, interactive teaching	4	
Manifestations of humour in digital media (memes, viral content, online satire).	Expository, interactive teaching	6	
<p>Bibliography:</p> <p>Attardo, S. (1994). <i>Linguistic theories of humour</i>. Mouton de Gruyter.</p> <p>Attardo, S. (Ed.). (2014). <i>Encyclopedia of humour studies</i>. Sage.</p> <p>Brown, P., & Levinson, S. C. (1987). <i>Politeness: Some universals in language usage</i>. Cambridge University Press. (Original work published 1978)</p> <p>Caudron, S. (1992). Humour is healthy in the workplace. <i>Personnel Journal</i>, June, 63–68.</p> <p>Chiaro, D. (1992). <i>The language of jokes: Analysing verbal play</i>. Routledge.</p> <p>Chovanec, J., & Ermida, I. (Eds.). (2012). <i>Language and humour in the media</i>. Cambridge Scholars Publishing.</p> <p>Clyne, M. (1994). <i>Inter-cultural communication at work</i>. Cambridge University Press.</p> <p>Drew, P., & Heritage, J. (Eds.). (1992). <i>Talk at work</i>. Cambridge University Press.</p> <p>Gumperz, J. J. (1982). <i>Discourse strategies</i>. Cambridge University Press.</p> <p>Hatch, M. J., & Ehrlich, S. B. (1993). Spontaneous humour as an indicator of paradox and ambiguity in organizations. <i>Organization Studies</i>, 14(4), 505–526.</p> <p>Hofstede, G. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions and organizations across nations</i>(2nd ed.). Sage Publications.</p> <p>Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and organizations: Software of the mind</i> (3rd ed.). McGraw-Hill.</p> <p>Holmes, J., & Stubbe, M. (2003). <i>Power and politeness in the workplace: A sociolinguistic analysis of talk at work</i>. Pearson Education.</p> <p>Yus, F. (2008). A relevance-theoretic classification of jokes. <i>Lodz Papers in Pragmatics</i>, 4(1), 131–157.</p> <p>Kotthoff, H. (2007). Oral genres of humour: On the dialectic of genre knowledge and creative authoring. <i>Pragmatics</i>, 17(2), 263–296.</p> <p>Lynch, O. H. (2002). Humorous communication: Finding a place for humour in communication research. <i>Communication Theory</i>, 12(4), 423–445.</p>			

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
An analysis of the sociological characteristics specific to humor presented in the media.	Interactive lecture, examples	8	
Humor as a Multifunctional Strategy in the Media Context.	Examples, exercises	4	
Humor as a tool of persuasion in digital media.	Exercises, projects, examples	4	
Digital media entertainment.	Exercises, projects	4	
Humor as a way to cope with social pressure.	Exercises, projects	4	
Building identity through humor.	Projects	4	

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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 course content and related practical activities prepare students to become informed media consumers and make them aware of the role of humor as a social tool in digital media.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding theoretical concepts and multidisciplinary perspectives on humor.	Written exam (open-ended questions + analysis of a humorous media piece)	50%
10.5 Seminar/ laboratory/ project	The ability to critically analyze humor in digital media; completion of a seminar project (analysis of a meme or online satire, or creation of humorous content).	Seminar project + active participation	50%
10.6 Minimal performance standard			
Recognizing, understanding, and analyzing the mechanisms of humor as presented in digital media. Achieving at least half of the points allocated for each evaluation criterion.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Stanca MADA, Ph.D., Course holder	Associate Professor Stanca MADA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Social Reportage							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Assistant Mara-Mihaela PANAITE, Ph.D.							
2.4 Study year	3	Semester	5	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom, video projector
5.2 for seminar/ laboratory/ project development	Seminar room, video projector, access to and use of the TV studio equipment,

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and the audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 2.2.1. The student selects models that explain a communication situation in a professional context. - L.O. 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, grids, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans. - L.O. 2.3.3. The student critically analyzes the plurality of interpretations in media representation. <p>CP.3 Creating and Managing Content for Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - L.O. 3.1.2. The student identifies techniques for writing/structuring content and principles of rhetoric. - L.O. 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 3.2.1. The student applies production practices appropriate for different types of content and media channels. - L.O. 3.2.3. The student uses software applications for composing, editing, and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 3.3.1. The student produces content or a media product for distribution/publication on one or more channels. - L.O. 3.3.2. The student writes and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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 social concepts and phenomena and using them in applied social-journalism projects. Acquiring the main techniques and methods for collecting information and the skills needed to put them into practice.
7.2 Specific objectives	<ul style="list-style-type: none"> - - Acquiring a solid foundation in understanding information and the value of social information; - - Utilizing the process of gathering social information and developing skills in using information sources; - - Developing practical skills in interpreting and presenting various social contexts, in accordance with ethical and professional standards in the field of journalism.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory session: presentation of the course objectives and topics.	Interactive lecture, discussion, conversation	2	
The Transition to Online Journalism.	Participatory lecture, problematisation, interactive exposition, exemplification	2	
Social journalism and mobile journalism.	Participatory lecture, discussion, interactive presentation	2	
Journalism in the age of social media. User-generated content. Feedback: comments and likes. Promoting journalistic content on social media platforms.	Participatory lecture, discussion, interactive presentation	4	
Journalistic genres: trends.	Participatory lecture, interactive exposition, exemplification	2	
The News Report: General Overview.	Participatory lecture, interactive exposition, exemplification	2	
Video and photo report: steps in data collection, conducting interviews, processing information, and creating the script.	Participatory lecture, interactive exposition, exemplification	6	
Video production and post-production.	Participatory lecture, interactive exposition, exemplification	6	
Ethical and professional considerations: use of sources and protection of privacy.	Interactive lecture, study based on CNA legislation, case studies	2	
Bibliography: ***, The Single Code of Ethics Adopted by the Convention of Media Organizations Adornato, A. (2021). Mobile and social media journalism: A practical guide for multimedia journalism (2nd ed.). Routledge. Dunham, R. S. (2020). Multimedia reporting: How digital tools can improve journalism storytelling. Springer.			

Doyle, G., Paterson, R., & Barr, K. (2021). Television production in transition: Independence, scale, sustainability and the digital challenge. Springer Nature.

Eldridge II, S. A., & Franklin, B. (Eds.). (2019). The Routledge handbook of developments in digital journalism studies. Routledge.

Gambarato, R. R., & Alzamora, G. (2018). Exploring transmedia journalism in the digital age. IGI Global.

Holmes, T. (2015). Subediting and production for journalists: Print, digital & social. Routledge.

Ribeiro, N., & Zelizer, B. (2022). Media and uncertainty- Introduction. International Journal of Communication, 16, 4.

Richie, J., Russell, K., Taylor, A. J., & Winston, T. (2022). An introduction to film and TV production: From concept to market. Routledge.

Thompson, J. D., & Weldon, J. (2022). Content production for digital media (pp. 91–103). Springer.

Zelizer, B. (2004). Taking journalism seriously: News and the academy. Sage.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Reporting in the social sphere. Coverage and documentation exercises	Conversation, case study, group exercises, literature review	4	
Social reporting: types of topics and sources of information.	Conversation, case study, team exercises	4	
Selecting sources of information and adhering to ethical standards.	Discussions, examples, group exercises, research	4	
Design and production of a social documentary: investigating social issues specific to the Romanian context.	Conversation, case study, team projects	6	
Copywriting - the script.	Conversation, case study, group exercises, literature review	2	
Production: direction, techniques, strategies, and guidelines.	Conversation, case study, team projects	4	
Post-production: editing, adaptation for digital channels.	Conversation, case study, team projects	4	

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Dunham, Richard S. (2020) Multimedia Reporting. How Digital Tools Can Improve Journalism Storytelling, Singapore: Springer.

Gambarato, Renira Rampazzo and Alzamora, Geane (2018). Exploring Transmedia Journalism in the Digital Age, Hershey

Holmes, Tim (2015). Subediting and production for journalists: print, digital & social . Routledge.

Ribeiro, N., & Zelizer, B. (2022). Media and Uncertainty| Media and Uncertainty- Introduction. International Journal of Communication , 16 , 4.

Richie, J., Russell, K., Taylor, A. J., & Winston, T. (2022). An Introduction to Film and TV Production: From Concept to Market . 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 course content is up to date with the latest academic literature in the field and is consistent with the activities carried out by journalists.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Proper use of specific concepts and theories; creativity; critical thinking.	Project: Creating a video report in teams + course activities (requires a minimum of 9 class attendance records)	45% + 10%
10.5 Seminar/ laboratory/ project	Acquiring practical skills in producing social reports.	Continuous assessment during the seminar (portfolio)	45%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> - - Understanding general and specific concepts in the field. - - Writing, editing, and presenting a report in English on a current topic, using various sources and research tools. 			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Arabela BRICIU, Ph.D., Course holder	Assistant Mara-Mihaela PANAITI, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Gender and Mass-Media							
2.2 Course convenor	Associate Professor Alina COMAN, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Alina COMAN, Ph.D.							
2.4 Study year	3	Semester	5	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Not applicable
4.2 competences-related	Openness to discussions on social and cultural topics

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector and laptop
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and internet access

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and the audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 2.2.1. The student selects models that explain a communication situation in a professional context. - L.O. 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, frameworks, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans. - L.O. 2.3.3. The student critically analyzes the plurality of interpretations in media representation. <p>CP.4 Managing Public Interaction in the Online Environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 4.1.1. The student identifies the principles of public relations and reputation management. - L.O. 4.1.2. The student distinguishes between communication strategies and designs specific to different organizational contexts. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 4.2.1. The student evaluates public perception, participates in professional networks, and initiates conversations. <p>Responsibility and Autonomy:</p> <ul style="list-style-type: none"> - L.O. 4.3.1. The student applies principles and methodologies for public opinion research. - L.O. 4.3.2. The student drafts press releases and public relations materials.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	This course conceptualises gender as a category of knowledge and makes explicit the way in which the social institution of mass-media contributes to the construction of gender. The course aims at a reading of the strategies through
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	which mass-media, subordinated to the mercantile principle for the purpose of persuasion, preserves and reproduces stereotypical content in gender. We also develop the direction of improving and challenging the entertainment industry and news programmes for a better reflection of the principle of diversity.
7.2 Specific objectives	Students will be able to: Form a critical understanding of theories of gender and identity. Examine the role of media in the construction of gender. Identify gender-stereotypical content in media portrayals. Formulate the role of new media technologies in challenging traditional gender constructs. Become more responsible consumers and future producers of media texts and images.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Feminism, gender studies. The history and waves of feminism.	Viewing and analysing digital content, heuristic conversation	2	
Sex-gender asymmetry. Gender as a sociocultural construct.	Viewing and analysing digital content, heuristic conversation	2	
Structural components of gender: identity, roles, status, stereotypes. Common themes.	Viewing and analysing digital content, heuristic conversation	2	
The cultural construction of gender as a learned behavior. The media as an agent of gender development. What do we learn about women and men from the media?	Viewing and analysing digital content, heuristic conversation	2	
Gender and television.	Viewing and analysing digital content, heuristic conversation	2	
Gender and Advertising. Dimensions of Gender Stereotypes in Advertising (E. Goffman).	Viewing and analysing digital content, heuristic conversation	2	
Levels of gender stereotype content in advertisements.	Viewing and analysing digital content, heuristic conversation	2	
Sexism in advertising.	Viewing and analysing digital content, heuristic conversation	2	
A list of generally offensive advertisements	Viewing and analysing digital content, heuristic conversation	2	
Genre and cinema.	Viewing and analysing digital content, heuristic conversation	2	
Genre and cartoons.	Viewing and analysing digital content, heuristic conversation	2	
Gender portrayals in media content (Gender Sensitive Indicators for Media, UNESCO 2012).	Viewing and analysing digital content, heuristic conversation	2	

Violence and Gender (Media and Gender, UNESCO 2014). Violence against women and the media.	Viewing and analysing digital content, heuristic conversation	2	
Gender, Sexuality, and the Media. Sex Trafficking in the Media. Gender and Sexuality in the Internet Age.	Viewing and analysing digital content, heuristic conversation	2	

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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
On Feminism. An Interview with M. Miroiu.	Viewing and analysing digital content, heuristic conversation	2	
Women vs. Feminists. An Interview with M. Miroiu.	Viewing and analysing digital content, heuristic conversation	2	
Gender Studies in Romania (M. Miroiu).	Viewing and analysing digital content, heuristic conversation	2	
Rewriting fairy tales.	Viewing and analysing digital content, heuristic conversation	2	
Betty Friedan - The Feminine Mystique.	Viewing and analysing digital content, heuristic conversation	2	
Simone de Beauvoir - The Second Sex (interview and biography).	Viewing and analysing digital content, heuristic conversation	2	
Beauty as Penance (Grunberg, *Introduction to the Society of the Body*).	Viewing and analysing digital content, heuristic conversation	2	
The Ethics of Care (M. Frunza).	Viewing and analysing digital content, heuristic conversation	2	
An Analysis of Gender Stereotypes in Contemporary Romanian Advertisements.	Teamwork, case study	2	
An Analysis of Gender Portrayals in Netflix and HBO Series.	Teamwork, case study	2	
An Analysis of the Image of Women in Online Journalism.	Teamwork, case study	2	
Hashtag activism: #MeToo, #TimesUp, online feminist movements.	Teamwork, case study	2	
Influencer Feminism: An Analysis of Feminist Accounts on Instagram and TikTok.	Teamwork, case study	2	
Summary and final project: creating a gender-sensitive media product.	Individual/team project	2	

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BRĂDEANU, A; DRAGOMIR, O; ROVENTA-FRUMUȘANI, D; SURUGIU, R. 2002. Femei, cuvinte and imagini. Perspective feministe. Polirom.

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GILL, Rosalind. 2014 „Postfeminist sexual culture” in Cynthia Carter, Linda Steiner and Lisa McLaughlin (ed.), *The Routledge Companion to Media and Gender*, pp. 589-599 [[c3_rosalind-gill-2014_postfeminist-sexual-culture](#)]

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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 course content is in line with the teaching 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	Identifying and correctly illustrating the concepts and theories covered in the course	Project Presentation	50%
	Interventions during the lecture		10%
10.5 Seminar/ laboratory/ project	Accurate explanation and illustration of concepts and theories in the field	PPT presentation	30%
10.6 Minimal performance standard			
Correctly completing at least 50% of the assignments in the portfolio			
Earning a passing grade on the seminar (>0)			

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

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

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Virtual Reality							
2.2 Course convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Arabela BRICIU, Ph.D.							
2.4 Study year	3	Semester	6	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Notions of using computers and Windows OS; Visual Culture (Year I)
4.2 competences-related	Operation with digital-creativity techniques

5. Conditions (if applicable)

5.1 for course development	Room with video projector and laptop; course notes; recommended bibliography
5.2 for seminar/ laboratory/ project development	Laboratory equipped with high-performance computers; VR equipment (Samsung Gear, Meta Oculus 3 S)

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	<p>Understanding Virtual Reality (VR) and Augmented Reality (AR) techniques, emphasising the principles and potential of VR/AR technologies for digital media. Understanding and assimilating the main knowledge required for developing VR/AR applications.</p>
7.2 Specific objectives	<p>Acquiring knowledge for creating interactive 3D virtual environments; acquiring knowledge of VR/AR software (Unity, ARCore/ARKit); understanding design principles for immersive experiences.</p> <p>Acquiring practical skills by using VR/AR technologies and programming environments for applications in digital media; the ability to create 360-degree immersive stories, virtual tours, AR applications for marketing/journalism.</p>

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction. Course purpose. Introductory notions concerning human-computer communication. Terminology, definitions and characteristics of virtual and augmented reality. Existing technologies for VR/AR/XR.	Interactive lecture, exposition with multimedia means	4	
Software systems and standards for virtual and augmented reality: Unity, InstantReality, ARCore, ARKit.	Interactive lecture, exposition with multimedia means	4	
3D graphic programming using Virtual Reality Modelling Language (VRML). Viewing and editing three-dimensional scenes. Modelling virtual objects with complex geometry.	Interactive lecture, exposition with multimedia means	2	
Augmented reality: principles, technologies (marker-based, marker-less, GPS), applications.	Interactive lecture, exposition with multimedia means	4	
VR/AR applications in digital media: immersive journalism, 360-degree stories, experiential marketing, entertainment.	Interactive lecture, multimedia exposition, case studies	6	
Testing quality of experience	Interactive lecture, multimedia exposition, case studies	4	
Synthesis and trends: Metaverse, AR cloud, WebXR.	Synthesis lecture, debate	4	
<p>Bibliography:</p> <p>Sherman, W.R., Craig, A.B. (2018). Understanding Virtual Reality: Interface, Application, and Design (2nd ed.). Morgan Kaufmann.</p> <p>Jerald, J. (2016). The VR Book: Human-Centered Design for Virtual Reality. Morgan & Claypool.</p> <p>Schmalstieg, D., Hollerer, T. (2016). Augmented Reality: Principles and Practice. Addison-Wesley.</p> <p>Linowes, J. (2020). Unity 2020 Virtual Reality Projects (3rd ed.). Packt Publishing.</p> <p>Bucher, J. (2017). Storytelling for Virtual Reality. Routledge.</p> <p>Pena Carlos, K. (2020). The Ethics of Virtual Reality. Springer.</p> <p>Web3D Consortium - X3D and VRML standards (https://www.web3d.org)</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Familiarization with VR/AR equipment. Use of HMDs (Samsung Gear & MetaQuest SS).	Demonstration, practical exercises	4	
Basic 3D modeling in Blender or an equivalent program. Creating simple objects.	Practical exercises	4	
Programming in Unity: 3D scenes, importing models, basic interactions.	Practical exercises	4	

Creating a simple VR application (virtual tour of a space).	Individual project	6	
Building a simple AR app	Individual project	6	
Final project: creating a 360-degree immersive story or an AR app for digital media.	Team Project	4	
<p>Bibliography:</p> <p>Sherman, W.R., Craig, A.B. (2018). Understanding Virtual Reality: Interface, Application, and Design (2nd ed.). Morgan Kaufmann.</p> <p>Jerald, J. (2016). The VR Book: Human-Centered Design for Virtual Reality. Morgan & Claypool.</p> <p>Schmalstieg, D., Hollerer, T. (2016). Augmented Reality: Principles and Practice. Addison-Wesley.</p> <p>Linowes, J. (2020). Unity 2020 Virtual Reality Projects (3rd ed.). Packt Publishing.</p> <p>Bucher, J. (2017). Storytelling for Virtual Reality. Routledge.</p> <p>Pena Carlos, K. (2020). The Ethics of Virtual Reality. Springer.</p> <p>Web3D Consortium - X3D and VRML standards (https://www.web3d.org)</p>			

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 content addresses the needs of the emerging creative industry (gaming, immersive journalism, experiential marketing, corporate VR training, and digital entertainment).
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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of VR/AR principles and related technologies; the ability to explain how VR/AR systems work.	Written examination	40%
10.5 Seminar/ laboratory/ project	Practical completion of lab assignments and the final project (VR/AR application).	Portfolio of work + final project with presentation	60%
10.6 Minimal performance standard			
Understanding of the basic principles of VR/AR. Minimum grade of 5.			

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

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 / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Sound Processing							
2.2 Course convenor	Associate Professor Vlad POPESCU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Vlad POPESCU, Ph.D.							
2.4 Study year	3	Semester	6	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Digital Media Production I (Year II)
4.2 competences-related	Basic knowledge of using the computer and of music listening

5. Conditions (if applicable)

5.1 for course development	Classroom with multimedia equipment
5.2 for seminar/ laboratory/ project development	Room equipped with computers and speakers; audio/video studio; sound-processing software

6. Specific competences and learning outcomes

Professional competences	<p>CP.3 Creation and management of content for digital media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - LO 3.1.2. The student identifies techniques for drafting/structuring content and principles of rhetoric. - LO 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - LO 3.2.1. The student applies production practices appropriate to different types of content and media channels. - LO 3.2.3. The student uses software applications for composing, editing and formatting written/audiovisual materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 3.3.1. The student produces a content or media product for broadcasting/publication on one or more channels. - LO 3.3.2. The student drafts and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	Familiarising the student with the concepts and technologies used in processing analogue and digital audio signals, with a view to producing quality audio content for digital media (podcast, sound design, music production).
7.2 Specific objectives	<ul style="list-style-type: none"> - Understanding the concepts of analogue and digital audio signals; - understanding the fundamentals of audio processing; - knowing audio standards and formats. - The capability to perform digital sound processing.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory elements: elements of acoustics, sound waves, sound	Interactive lecture with didactic materials presented with the video projector	2	

generators, analogue representation of audio signals.			
Analogue audio interfaces: preamplifiers, types of interfaces. Characteristics. Balanced vs. unbalanced. Audio capture and playback devices. Microphones, speakers and headphones.	Interactive lecture with didactic materials	4	
Digital audio: digital representation of audio signals. Analogue-to-digital conversion. The Nyquist criterion. Sampling, oversampling. Analogue/digital converters. Digital audio interfaces.	Interactive lecture with didactic materials	4	
Sound processing 1: equalisers and feedback control. Types of equalisers, audio filters, digital equalisers.	Interactive lecture with didactic materials, solving of examples	4	
Sound processing 2: effects and noise reduction. Noise in analogue and digital audio technique. Noise-reduction methods. Audio effects. Digital Signal Processing.	Interactive lecture with didactic materials, solving of examples	4	
Professional audio systems: configurations, mixing, mastering.	Interactive lecture with didactic materials, solving of examples	4	
Audio applications in digital-media production: podcast, audiobook, sound design for video.	Interactive lecture with didactic materials, exemplification	4	
Synthesis and review: integrating sound-processing knowledge into professional workflows.	Synthesis lecture, discussions	2	
Bibliography: Pohlman, K.C. (1999). Principles of Digital Audio. McGraw-Hill. Watkinson, J. (2014). The Art of Digital Audio (3rd ed.). Focal Press. Zager, M. (2012). Music Production. Scarecrow Press. Huber, D.M., Runstein, R.E. (2017). Modern Recording Techniques (9th ed.). Routledge. Boulanger, R., Lazzarini, V. (2010). The Audio Programming Book. MIT Press. Owsinski, B. (2014). The Mixing Engineer's Handbook (4th ed.). Cengage Learning.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Familiarisation with the audio production environment. DAW software (Cubase, Pro Tools, Audacity).	Demonstration, practical exercises	4	
Capturing sound: using microphones, the audio interface, mixers.	Demonstration, practical exercises	4	
Audio editing: basic techniques (cut, paste, fade, normalise).	Practical exercises	4	
Applying audio effects: equaliser, compressor, reverb, delay.	Practical exercises	4	

Audio mixing: balancing tracks, panning, leveling.	Practical exercises	4	
Audio mastering: the final step before release.	Practical exercises	4	
Final project: creating a podcast or an original audio piece.	Individual/team project	4	
Bibliography: Pohlman, K.C. (1999). Principles of Digital Audio. McGraw-Hill. Watkinson, J. (2014). The Art of Digital Audio (3rd ed.). Focal Press. Zager, M. (2012). Music Production. Scarecrow Press. Huber, D.M., Runstein, R.E. (2017). Modern Recording Techniques (9th ed.). Routledge. Boulanger, R., Lazzarini, V. (2010). The Audio Programming Book. MIT Press. Owsinski, B. (2014). The Mixing Engineer's Handbook (4th ed.). Cengage Learning.			

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

The program has a strong practical focus through the use of professional software (DAW). It prepares students for roles in audio production (podcasts, audiobooks, sound design for video and radio) and music studios.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding of audio processing concepts and technologies.	Written exam (theoretical questions + audio processing problems)	50%
10.5 Seminar/ laboratory/ project	Practical completion of lab assignments. Creation of a final audio product (podcast, music track, sound design for video).	Portfolio of lab assignments + final audio project	50%
10.6 Minimal performance standard			
Completion of at least 70% of the lab assignments and the final audio project. A minimum grade of 5 on both the exam and the project.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Vlad POPESCU, Ph.D., Course holder	Associate Professor Vlad POPESCU, Ph.D., Holder of seminar / laboratory / project

Note:

F03.1-PS7.2-01/ed.3, rev.6

- 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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Digital Anthropology							
2.2 Course convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Mihai BURLACU, Ph.D.							
2.4 Study year	3	Semester	6	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Digital World Analysis (Year II, recommended)
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom with video projector. Cheating or attempted cheating is sanctioned in accordance with the Regulation on student professional activity.
5.2 for seminar/ laboratory/ project development	Seminar room with video projector and internet access. To obtain seminar points, students must attend at least half plus one of the scheduled activities.

6. Specific competences and learning outcomes

Professional competences	<p>CP.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Learning Outcome 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and the audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - LO 2.2.1. The student selects models that explain a communication situation in a professional context. - LO 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, grids, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans. - L.O. 2.3.3. The student critically analyzes the plurality of interpretations in media representation.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	Identifying, explaining and interpreting the cultural dimension of digital realities. Acquiring the methods and tools specific to digital anthropology for analysing socio-cultural phenomena in the online environment.
7.2 Specific objectives	<ul style="list-style-type: none"> - Explaining socio-cultural phenomena and processes in the online environment using the terminology, theories and methods specific to digital anthropology; knowing the concepts of electronic tribe, digital natives, digital ethnography. - Anthropological interpretation of online-environment realities; the ability to carry out a mini digital-ethnography study; analysis of identity and community in the digital space.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introductory lecture: the purpose and objectives of digital anthropology.	Prezi presentation, debate	2	

The fundamental concepts and perspectives of digital anthropology.	Prezi presentation, debate	4	
Re-examining anthropology in digital contexts. The impact of New Media technologies on everyday life.	Prezi presentation, debate	4	
Anthropological approaches to computer-mediated communication.	Prezi presentation, debate	4	
Digital engagement: from the electronic tribe to digital natives.	Prezi presentation, debate	4	
Digital ethnography: research methods and techniques in the online environment.	Prezi presentation, discussion, case studies	4	
Identity and community in the digital space. Avatars, profiles, online presence.	Prezi presentation, debate	4	
Summary and Recap: The Role of Digital Anthropology in Understanding Contemporary Phenomena.	Synthesis lecture, discussions	2	
<p>Bibliography:</p> <p>Horst, H.A., Miller, D. (Eds.) (2012). <i>Digital Anthropology</i>. Berg.</p> <p>Hine, C. (2015). <i>Ethnography for the Internet: Embedded, Embodied and Everyday</i>. Bloomsbury.</p> <p>Boellstorff, T., Nardi, B., Pearce, C., Taylor, T.L. (2012). <i>Ethnography and Virtual Worlds: A Handbook of Method</i>. Princeton University Press.</p> <p>Pink, S., Horst, H.A., Postill, J., Hjorth, L., Lewis, T., Tacchi, J. (2016). <i>Digital Ethnography: Principles and Practice</i>. SAGE.</p> <p>Coleman, G. (2010). Ethnographic Approaches to Digital Media. <i>Annual Review of Anthropology</i>, 39, 487-505.</p> <p>Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., Spyer, J., Venkatraman, S., Wang, X. (2016). <i>How the World Changed Social Media</i>. UCL Press.</p> <p>Postill, J., Pink, S. (2012). <i>Social Media Ethnography: The Digital Researcher in a Messy Web</i>. Media International Australia, 145(1), 123-134.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introductory seminar. Presentation of the seminar methodology.	Debate	2	
Fundamental concepts: applications.	Debate, case study	4	
Rethinking Anthropology in Digital Contexts: Case Studies.	Debate, case study	4	
Computer-mediated communication: an ethnographic analysis.	Practical applications, discussion	4	
The Digital Tribe vs. Digital Natives: Comparative Studies.	Practical applications, discussion	4	
Conducting a mini-study in digital ethnography.	Individual project	6	
Presentation and discussion of digital ethnography projects.	Presentations, discussion	4	
<p>Bibliography:</p> <p>Horst, H.A., Miller, D. (Eds.) (2012). <i>Digital Anthropology</i>. Berg.</p> <p>Hine, C. (2015). <i>Ethnography for the Internet: Embedded, Embodied and Everyday</i>. Bloomsbury.</p>			

Boellstorff, T., Nardi, B., Pearce, C., Taylor, T.L. (2012). *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton University Press.

Pink, S., Horst, H.A., Postill, J., Hjorth, L., Lewis, T., Tacchi, J. (2016). *Digital Ethnography: Principles and Practice*. SAGE.

Coleman, G. (2010). *Ethnographic Approaches to Digital Media*. *Annual Review of Anthropology*, 39, 487-505.

Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., Spyer, J., Venkatraman, S., Wang, X. (2016). *How the World Changed Social Media*. UCL Press.

Postill, J., Pink, S. (2012). *Social Media Ethnography: The Digital Researcher in a Messy Web*. *Media International Australia*, 145(1), 123-134.

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 content is aligned with international trends in digital anthropology (UCL Digital Anthropology, EASA).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The use of specific terminology and the accurate explanation of the theories and methods used to analyze digital phenomena; the analysis and interpretation of sociocultural dimensions.	Assessment using objective items (written exam with open-ended questions and case studies)	70%
10.5 Seminar/ laboratory/ project	Conducting a mini-study in digital ethnography; appropriate use of concepts and theories.	Seminar paper + presentation	30%
10.6 Minimal performance standard			
Proper application of theoretical and methodological knowledge in digital anthropology. Completion of a mini-study in digital ethnography. Minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Mihai BURLACU, Ph.D., Course holder	Associate Professor Mihai BURLACU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study1)	Communication Sciences, BA
1.5 Study level2)	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Data Visualisation							
2.2 Course convenor	Florin LUPSA-TATARU, Ph.D.,							
2.3 Seminar/ laboratory/ project convenor	Florin LUPȘA-TĂȚARU, Ph.D.,							
2.4 Study year	3	Semester	6	Evaluation type	E	2.7 Course status	Content3)	SC
							Attendance type4)	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits5)	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Research Methodology in Communication Sciences (Year II)
4.2 competences-related	Basic knowledge of using the computer and Excel

5. Conditions (if applicable)

5.1 for course development	Classroom with multimedia equipment, at least 25 seats
5.2 for seminar/ laboratory/ project development	Laboratory room with computers

6. Specific competences and learning outcomes

Professional competences	<p>CP.1 Identifying and applying the language, methodologies, and specialized knowledge of the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 1.1.1. The student identifies the main areas of research in communication sciences. - L.O. 1.1.2. The student applies the theoretical methodology used in scientific research. - L.O. 1.1.3. The student distinguishes between the main methodological approaches in the field. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - L.O. 1.2.2. The student applies data collection methods in accordance with ethical standards. - L.O. 1.2.3. The student applies research methods appropriate to the topic. - L.O. 1.2.4. The student interprets research results in writing and through graphs/diagrams/tables. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 1.3.1. The student develops research and intervention projects in the field of communication sciences. - L.O. 1.3.2. The student reports results, statistics, and conclusions in a clear, transparent, and simple manner. <p>CP.3 Creating and Managing Content for Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO3.1.1. The student distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels. - L.O. 3.1.2. The student identifies techniques for writing/structuring content and principles of rhetoric. - L.O. 3.1.3. The student distinguishes the characteristics and functioning of software programs for content editing and production. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 3.2.1. The student applies production practices appropriate for different types of content and media channels. - L.O. 3.2.3. The student uses software applications for composing, editing, and formatting materials. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 3.3.1. The student produces media content or a media product for distribution/publication on one or more channels. - L.O. 3.3.2. The student writes and edits original texts (creative, journalistic, promotional, advertising, institutional, functional, technical, academic).
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	Developing the ability to collect and use large datasets from the online environment and to turn them into clear and communicable visualisations for digital media.
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7.2 Specific objectives	<ul style="list-style-type: none"> - Understanding the principles of building data visualizations and adapting them to large datasets; understanding the web and databases; understanding text mining techniques and network analysis. - Developing the ability to organize and clean a large dataset; the ability to generate data visualizations - using web scraping for data collection.
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8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Data types and data structures. Operations that can be performed on data types. Data representation. Data conversion.	Presentation, discussion, teaching materials with a projector	4	
Relational Databases - An Introduction. Data Types.	Exposition, conversation, didactic materials	4	
Relational databases and data flows using Microsoft Access and Tableau.	Exposition, conversation, didactic materials	4	
Network Analysis - Introduction. Graph. Node. Edge. Degree.	Exposition, conversation, didactic materials	4	
Generation of social network representations / interaction / co-occurrence. Similarity coefficients.	Exposition, conversation, didactic materials	4	
Text mining - natural language processing techniques.	Exposition, conversation, didactic materials	4	
Advanced Data Visualization Applications in Journalism, Marketing, and Communication. Summary.	Presentation, discussion, teaching materials, case studies	4	
Bibliography: Ferrara, E., De Meo, P., Fiumara, G., Baumgartner, R. (2014). Web data extraction, applications and techniques: A survey. Knowledge-Based Systems, 70, 301-323. Foreman, J.W. (2013). Data Smart: Using Data Science to Transform Information into Insight. Wiley. Hansen, D., Shneiderman, B., Smith, M.A. (2019). Analyzing Social Media Networks with NodeXL (2nd ed.). Morgan Kaufmann. Knaflic, C.N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley. Murray, S. (2017). Interactive Data Visualization for the Web (2nd ed.). O'Reilly. Cairo, A. (2016). The Truthful Art: Data, Charts, and Maps for Communication. New Riders. Tufte, E. (2001). The Visual Display of Quantitative Information (2nd ed.). Graphics Press.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Data extraction - Web Scraping (I).	Demonstration, exemplification, practical activity	2	
Data extraction -Web Scraping (II).	Demonstration, exemplification, practical activity	2	
Data processing / data cleaning - MS Excel (ASAP Utilities).	Demonstration, exemplification, practical activity	4	

Relational Data and Network Analysis - NodeXL, MS Access.	Demonstration, exemplification, practical activity	4	
Data visualization - Tableau Public.	Demonstration, exemplification, practical activity	4	
Automated text processing - KH Coder.	Demonstration, exemplification, practical activity	4	
Baze Data. Processing and visualization. Final project.	Demonstratie, exemplificare, proiect individual/echipa	8	
<p>Bibliography :</p> <p>Ferrara, E., De Meo, P., Fiumara, G., Baumgartner, R. (2014). Web data extraction, applications and techniques: A survey. Knowledge-Based Systems, 70, 301-323.</p> <p>Foreman, J.W. (2013). Data Smart: Using Data Science to Transform Information into Insight. Wiley.</p> <p>Hansen, D., Shneiderman, B., Smith, M.A. (2019). Analyzing Social Media Networks with NodeXL (2nd ed.). Morgan Kaufmann.</p> <p>Knaflic, C.N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.</p> <p>Murray, S. (2017). Interactive Data Visualization for the Web (2nd ed.). O'Reilly.</p> <p>Cairo, A. (2016). The Truthful Art: Data, Charts, and Maps for Communication. New Riders.</p> <p>Tufte, E. (2001). The Visual Display of Quantitative Information (2nd ed.). Graphics Press.</p>			

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

Digital communication specialists must understand theoretical concepts and be able to create content for digital media, as well as visualize and present information according to specific requirements. The program prepares students for roles in data journalism, analytics, business intelligence, and content strategy.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding the basic concepts of data visualization; the ability to explain the techniques.	Written exam (theoretical questions + case study)	50%
10.5 Seminar/ laboratory/ project	Presentation of a portfolio of media projects created individually or as part of a team (web scraping + data cleaning + visualization + interpretation).	Portfolio Presentation and Final Project	50%
10.6 Minimal performance standard			
Minimum grade: 5. Completion of the portfolio throughout the semester and the final presentation. Ability to visualize a dataset			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Florin LUPSA-TATARU, Ph.D., Titular de curs	Florin LUPSA-TATARU, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Intellectual Property Protection							
2.2 Course convenor	Associate Professor Ana-Maria BOLBORICI, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Associate Professor Ana-Maria BOLBORICI, Ph.D.							
2.4 Study year	III	I		E		2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Basic knowledge in the field of media production
4.2 competences-related	Capacity for reflective critical analysis; ability to work in a team on specific topics (theoretical and practical)

5. Conditions (if applicable)

5.1 for course development	
5.2 for seminar/ laboratory/ project development	

6. Specific competences and learning outcomes

F03.1-PS7.2-01/ed.3, rev.6

Professional competences	<p>CP.1 Identification and use of language, methodologies and specialised knowledge in the field of communication sciences</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 1.1.1. The student identifies the main areas of research in communication sciences. - LO 1.1.2. The student reproduces the theoretical methodology used in scientific research. - LO 1.1.3. The student differentiates between the main methodological approaches in the field. <p>Skills:</p> <ul style="list-style-type: none"> - LO 1.2.1. The student drafts a research plan on a topic in the field of communication sciences. - LO 1.2.2. The student applies data collection methods, complying with ethical norms. - LO 1.2.3. The student applies research methods appropriate to the topic. - LO 1.2.4. The student interprets research results in writing and through graphs/diagrams/tables. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 1.3.1. The student develops research and intervention projects in the field of communication sciences. - LO 1.3.2. The student reports results, statistics and conclusions in a clear, transparent and simple way.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	Informing and making responsible those who will work in web and graphic design, graphic illustration, audio-video production, film post-processing and digital journalism, regarding the protection of intellectual property, particularly in the digital environment.
7.2 Specific objectives	<ul style="list-style-type: none"> - Knowing the internal and international legislation on intellectual property with emphasis on media production; understanding the difference between copyright and related rights; knowing OSIM and EUIPO procedures. - Analysing existing legislation and stimulating understanding through case studies; the ability to draft simple assignment contracts; the ability to choose Creative Commons licences; identifying rights infringements.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
The legal framework of intellectual property. Definitions, principles, sources. International conventions (Berne, Paris, TRIPS).	Participatory lecture, exposition, exemplification	4	
Copyright: object, subjects, duration, moral and patrimonial rights. The specifics of digital works.	Participatory lecture, exposition, case studies	4	

Rights related to copyright. Performing artists, phonogram producers, broadcasting organisations.	Participatory lecture, exposition, case studies	2	
Industrial property: trademark, patent, industrial design and model. Registration procedure in Romania and the EU.	Participatory lecture, exposition, exemplification	4	
Aspects specific to digital-media production: rights over digital photography, video, audio, computer programs, databases.	Participatory lecture, exposition, case studies	4	
Assignment and licensing of rights. Types of contracts. Creative Commons and Open licences.	Participatory lecture, exposition, exemplification	4	
Infringement of intellectual-property rights in the online environment. Piracy, plagiarism, counterfeiting. Protection mechanisms.	Participatory lecture, exposition, case studies	4	
Synthesis and review. Trends: generative AI and copyright, NFTs, blockchain for the protection of works.	Participatory lecture, debate	2	
<p>Bibliography:</p> <p>Abrudan, E. (2008). Comunicare vizuală. Accent.</p> <p>Beciu, C. (2011). Sociologia comunicării and a spațiului public. Polirom.</p> <p>Bertrand, J.-C. (2000). Deontologia mijloacelor de comunicare. Institutul European.</p> <p>Bertrand, C.-J. (2001). O introducere în presa scrisă and vorbită (M. Lazăr, Trans.). Polirom.</p> <p>Christians, C. G. (2001). Etica mass-media. Polirom.</p> <p>Centrul de Jurnalism Independent. (2007). Codul deontologic unic adoptat de Convenția Organizațiilor Media. Stimularea gândirii critice a jurnaliștilor: Studii de caz din presa românească (Vols. 1–9).</p> <p>Coman, M. (1999). Introducere în sistemul mass-media. Polirom.</p> <p>David, G. (2008). Tehnici de relații publice: Comunicarea cu mass-media. Polirom.</p> <p>Deaver, F. (2004). Etica în mass-media. Silex.</p> <p>.Litman, J. (2017). Digital Copyright (2nd ed.). Maize Books.</p> <p>Lessig, L. (2008). Remix: Making Art and Commerce Thrive in the Hybrid Economy. Penguin.</p> <p>Kunczik, M., & Zipfel, A. (1998). Introducere în știința publicisticii and a comunicării. Presa Universitară Clujeană.</p> <p>Loker, K. (2012, September 2). "Text is a UI": How journalists can work usability into online words. Mediabistro. Mediabistro article</p> <p>Radu, R. (Coord.). (2015). Deontologia comunicării publice. Polirom.</p> <p>Legea nr. 8/1996 privind dreptul de autor si drepturile conexe (cu modificarile si completarile ulterioare).</p> <p>Legea nr. 84/1998 privind marcile si indicatiile geografice.</p> <p>Legea nr. 64/1991 privind brevetele de inventie.</p> <p>Conventia de la Berna pentru protectia operelor literare si artistice (1886, revizuita Paris 1971).</p> <p>Acordul TRIPS - Aspects of Trade-Related Intellectual Property Rights (WTO, 1994).</p> <p>Creative Commons - https://creativecommons.org/licenses/</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Identifying intellectual property rights in a specific digital media product.	Conversation, case study, team exercises	4	

Analysis of a case of copyright infringement in the online environment (Romanian or European case law).	Conversation, case study, debate	4	
OSIM Trademark Registration Procedure: Completing the Documents.	Conversation, case study, debate	4	
Drafting a copyright assignment agreement for a digital work.	Practical exercises, teamwork	4	
Choosing a Creative Commons license for your own digital work (photo, video, article).	Practical exercises, discussion	4	
Case Study: Generative AI and Copyright (Who is the author of an image generated with Midjourney?).	Presentations, final debate	4	
Summary, presentation of individual projects.	Summary, presentation of individual projects.	4	

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

Students will acquire the skills necessary to create media productions that comply with current regulations, as well as to identify media productions and content that do not comply with these regulations. Knowledge of legal norms regarding intellectual property and their correct application is an advantage for graduates who will work in fields such as web and graphic design, graphic illustration, audio-video production, post-production for film and television, visual effects, online journalism, corporate communications, video game development and animation, content creation for social media, online data analysis, and entrepreneurship in digital communication.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the legal framework; understanding of the concepts of copyright and industrial property.	Written exam (theoretical questions + case study analysis)	60%
10.5 Seminar/ laboratory/ project	Completing a practical project (identifying rights in a media product, drafting a simple contract, selecting a Creative Commons license).	Seminar paper + oral presentation	40%
10.6 Minimal performance standard			
Understanding the basic concepts of copyright and industrial property. Completion of a practical project. Minimum grade of 5.			

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Ana-Maria BOLBORICI, Ph.D., Course holder	Associate Professor Ana-Maria BOLBORICI, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 equivalent to 30 hours of study (teaching activities and individual study

COURSE OUTLINE

1. Programme details

1.1 Higher education institution	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, BA
1.5 Study level ²⁾	BA
1.6 Study programme/ Qualification	Digital Media (English)

2. Data about the course

2.1 Name of course	Public Relations in the Online Environment							
2.2 Course convenor	Associate Professor Victor BRICIU, Ph.D.							
2.3 Seminar/ laboratory/ project convenor	Lecturer Vlad BATRANU-PINTEA, Ph.D.							
2.4 Study year	III	II		E		2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	EC

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					25
Additional documentation in libraries, on specialised electronic platforms and in the field					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios and essays					30
Tutorial					8
Examinations					6
Other activities.....					
3.7 Total number of hours of student activity	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	Introduction to Public Relations (Year I);
4.2 competences-related	Not applicable

5. Conditions (if applicable)

5.1 for course development	Classroom configured for the use of the video projector and PowerPoint (.ppt), internet access / e-learning platform for online delivery	Class platform
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5.2 for seminar/ laboratory/ project development	Seminar room configured for the use of the video projector and PowerPoint (.ppt), internet access	Sem
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6. Specific competences and learning outcomes

Professional competences	<p>C P.2 Strategic Planning of Communication Activities via Digital Media</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - LO 2.1.1. The student identifies the main theories, models, and elements of direct and technology-mediated communication. - L.O. 2.1.2. The student identifies concepts related to the public and the audience, measurement methods, and audience indicators. - L.O. 2.1.4. The student identifies the elements that play a role in shaping public opinion. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 2.2.1. The student selects models that explain a communication situation in a professional context. - L.O. 2.2.2. The student analyzes the characteristics of the target audience using appropriate models, frameworks, and tools. - L.O. 2.2.3. The student adapts messages to various categories and segments of the audience. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - L.O. 2.3.1. The student evaluates the characteristics of representation in the mass media and digital platforms. - L.O. 2.3.2. The student uses communication models and media theories to design media plans. <p>CP. 4 Managing Public Interaction in the Online Environment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - L.O. 4.1.1. The student identifies the principles of public relations and reputation management. - L.O. 4.1.2. The student distinguishes between communication strategies and designs specific to different organizational contexts. <p>Skills:</p> <ul style="list-style-type: none"> - L.O. 4.2.1. The student evaluates public perception, participates in professional networks, and initiates conversations. <p>Responsibility and Autonomy:</p> <ul style="list-style-type: none"> - L.O. 4.3.1. The student applies principles and methodologies for public opinion research. - L.O. 4.3.2. The student drafts press releases and public relations materials.
Transversal competences	<p>CT.5 Communication and cooperation in professional contexts</p> <p>Skills:</p> <ul style="list-style-type: none"> - LO 5.1.1. The student uses online tools to communicate and share resources in digital environments. - LO 5.1.2. The student manages systems for storing, selecting, organising, retrieving, distributing and safeguarding information. - LO 5.1.3. The student uses digital tools for organising, collecting, storing and processing data. <p>Responsibility and autonomy:</p> <ul style="list-style-type: none"> - LO 5.2.1. The student collaborates in teams to solve specific professional problems. - LO 5.2.2. The student plans/assumes and meets tight deadlines for professional projects. - LO 5.2.3. The student 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	One of the main objectives of this course consists of the direct involvement of students in creating the analytical and critical capabilities they will use in their professional and/or research development. The course will offer a presentation
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	of the main theories, methodologies and research in the field of virtual space with direct applicability to communication and public relations.
7.2 Specific objectives	<ul style="list-style-type: none"> • Students will develop skills in interpreting theoretical, methodological, and research frameworks applied to online communication and public relations. • Students will develop the ability to interrelate theories and apply them critically to contemporary society. • The course aims to provide a well-structured understanding of new media and to guide students in developing analytical tools applicable both in research and in the job market.

8. Contents

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to the scope and applicability of communication and public relations in the online environment. Transformations and developments of the Internet: Web 1.0 and Web 2.0. The virtual space as a new social environment. Social media applications.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
Real spaces and virtual spaces. Online and offline. A sociological perspective on virtual space: George Ritzer -the McDonaldization and de-McDonaldization of the Internet.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
Methods and techniques of scientific research on and via the Internet.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
Methodological Approaches to the Virtual Space. Types of Analysis of Online Content: content analysis, frequency analysis, readability analysis, evaluative analysis, trend analysis.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
Online audience measurement and the use of basic terminology in web audience measurement. Audience measurement systems and Internet traffic in Romania.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
An Organization's Online Communication Audit: Methods and Techniques for Analyzing Official Websites. Applications of Content Analysis in Social Media: Case Studies on Facebook.	Exposition, interactive lecture, group work, problem-/project-based learning	4	
Overview and trends in current research on online PR (AI, Web3,	Presentation, interactive lecture, discussion	4	

influencer marketing, brand ambassadors).			
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8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Digital PR. What is a digital strategy? What are micro-campaigns? The principles of digital campaigns.	Group work, project-based learning	2	
Principles of Strategic Communication Planning. (Google Analytics for Beginners, Launching a Website on WordPress)	Group work, project-based learning	2	
PR Planning. Situation Analysis. Campaign Goals and Objectives. (Blogging, YouTube Channel Settings)	Group work, project-based learning	2	
Audiences, viewers, stakeholders. Identifying influencers.	Group work, project-based learning, case study	2	
The message in strategic communication. Online dissemination of the message, credibility of sources, and content through infographics.	Group work, project-based learning, case study	2	

Evaluation of the communication process and the results achieved. Getting started with the design and implementation of a digital PR campaign.	Group work, project-based learning	2	
Corporate social responsibility in the online environment.	Group work, project-based learning, case study	2	
Crisis Management in the Online Environment.	Group work, project-based learning, case study	4	
YouTube and TikTok: Content, Message, Strategic Communication.	Group work, project-based learning, case study	4	
Presentations on digital PR campaigns (team projects).	Group work, project-based learning, presentations	6	

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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 course content is up-to-date and consistent 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	<ul style="list-style-type: none"> - Identifying the problem and defining the scope of the project - Researching similar applications at other universities in Romania and abroad, and describing their functions - Researching the feasibility of implementing the application at Transilvania University of Braşov - detailing the costs involved and human resource requirements - presenting the name, functions, menus, submenus, text, and graphics applied to the new application, all of which are generated using a creative technique (brainstorming, A. Osborn's list of questions, pseudology, etc.) - the ability to assess the impact and number of potential users, threats, and other weaknesses 	<p>Minimum 50% class attendance required to take the exam</p> <p>In-person exam, written/project-based assessment</p> <p>"Mobile Apps" project. Objective: To design (up to the implementation phase) a mobile application for smart devices (phones, tablets, TVs, etc.) as a professional service for a real client: Transilvania University of Braşov, specifically for the students of this university.</p> <p>"PR Event for the Online Launch of an Electronic Product" Project Designing an online PR event for the launch of an electronic product (smartphone, TV, tablet, smartwatch, camera, laptop, etc.) at a relevant national or international trade fair, as a professional service</p>	50%

		for a real client, with the aim of increasing the organization's visibility and brand awareness among its target audiences.	
10.5 Seminar/ laboratory/ project	Mastery of the field-specific terminology and understanding of specific concepts and theories Term paper evaluation	Through the project Seminar attendance Preparation and oral presentation of assignments on assigned topics Reading and summarizing a specialized paper from the recommended reading list, and presenting the material to classmates. Criteria for evaluating the summary: 1. Capturing the fundamental ideas presented by the author (ability to synthesize) 2 points. 2. Correct (from an academic standpoint) use of quotations considered representative or interesting: 1 point. 3. Ability to present the prepared material orally: 2 points. 4. Grammatical accuracy (written and spoken): 1 point. 5. Conclusions and personal opinion on the book read 1 point. 6. The structure of the summary must include: 1/3 use of essential quotes containing the main concepts addressed by the author; 1/3 synthesis of the author's ideas and commentary on selected quotes; 1/3 personal reflection, conclusions, and recommendations. 2 points.	50% Attendance at seminars, accumulation of attendance records, and completion of seminar assignments through the assignment of a grade (only during the course's scheduled teaching period) are prerequisites for taking the exam, regardless of the exam session in which the assessment takes place.
10.6 Minimal performance standard			

- Developing a specialized project by applying the principles, standards, and values of professional ethics and conduct;
- Developing, drafting, and presenting a specialized paper on a current topic in the field, using various sources and re-search tools.

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

Associate Professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Victor BRICIU, Ph.D., Course holder	Lecturer Vlad BATRANU-PINTEA, Ph.D., Holder of seminar / laboratory / project

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 option) - for the Master's level;
- 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 30 study hours (teaching activities and individual study).