

## SYLLABUS

### 1. Information regarding the programme

1.1 Higher education institution	BABEŞ-BOLYAI UNIVERSITY
1.2 Faculty	FACULTY OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES
1.3 Department	JOURNALISM DEPARTMENT
1.4 Field of study	COMMUNICATION SCIENCES
1.5 Study cycle	MASTER
1.6 Study programme / Qualification	MEDIA COMMUNICATION

### 2. Information regarding the discipline

2.1 Name of the discipline	MEDIA STUDIES						
2.2 Course coordinator	Conf. univ. dr. Mogoş Andreea						
2.3 Seminary coordinator	Conf. univ. dr. Mogoş Andreea						
2.4. Year of study	1	2.5 Semester	2	2.6. Type of evaluation	E	2.7 Type of discipline	<b>COMPULSORY</b>

### 3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminary	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminary	14
Time allotment per week:					8hours
Learning using manual, course support, bibliography, course notes					2
Additional documentation (in libraries, on electronic platforms, field documentation)					3
Preparation for labs, homework, portfolios					2
Tutorship					1
Evaluations					
Other activities: .....					
3.7 Total individual study hours			112		
3.8 Total hours per semester			154		
3.9 Number of ECTS credits			6		

### 4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> <li>No prerequisites required.</li> </ul>
4.2. competencies	<ul style="list-style-type: none"> <li></li> </ul>

### 5. Conditions (if necessary)

5.1. for the course	- video projector, internet connection
5.2. for the seminary activities	- video projector, internet connection

## 6. Specific competencies acquired

<b>Professional competencies</b>	<ul style="list-style-type: none"> <li>Defining, understanding and using specific concepts regarding the media research.</li> <li>Elaborating field-specific investigation projects.</li> <li>Identifying and describing the communicational environment in which communicators have to work nowadays.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>Understanding the production and consumption of media products in the context of global media and with respect to the socio-economic and cultural structure of society</li> </ul>

## 7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> <li>The student is expected to get equipped with comprehensive approaches to media theories and research, learn quantitative and qualitative methods and apply them to media research.</li> </ul>
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> <li>Provide the student with tools they need to use media research in the professional world through simplified explanations of goals, procedures and uses of information in mass media research.</li> <li>Help students become more aware of the media content that they regularly consume and how they consume it.</li> <li>Make students master the core concepts from lecture and readings.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Remarks
1. Introduction in media research.	Presentation Explanation	
2. The research process.	Presentation Explanation	
3. Violence in the media. From movies to videogames.	Presentation Explanation	
4. Media theories (I). Agenda setting and the spiral of silence.	Presentation Explanation	
5. Media theories (II). Uses and gratifications.	Presentation Explanation	
6. Media theories (III). Frame analysis.	Presentation Explanation	
7. Media research methods: the content analysis (I). Theoretical framework.	Presentation Explanation	
8. Media research methods: the content analysis (II). Digital tools.	Presentation Explanation	
9. Media research methods: the survey (I). Theoretical framework.	Presentation Discussion	
10. Media research methods: the survey (II). Digital tools.	Presentation Explanation	
11. Media research methods: the focus group.	Presentation Explanation	

12. Media research methods. The case study.	Presentation Explanation	
13. Video projection. Inside the New York Times (2011)	Video projection Debate	
14. Final review	Discussion	
Bibliography		
<ul style="list-style-type: none"> <li>• Berger, A. A. (2013). Media analysis techniques. Sage Publications.</li> <li>• Berger, A. A. (2015). Media and communication research methods: An introduction to qualitative and quantitative approaches. Sage Publications.</li> <li>• Deacon, D. (2007). Researching communications: A practical guide to methods in media and cultural analysis. Hodder Arnold.</li> <li>• Frey, L. R., &amp; Cissna, K. N. (Eds.). (2009). Routledge handbook of applied communication research. Routledge.</li> <li>• Goffman, E. (1974). Frame analysis: An essay on the organization of experience. Harvard University Press.</li> <li>• McCombs, M. E., &amp; Shaw, D. L. (1972). The agenda-setting function of mass media. Public opinion quarterly, 36(2), 176-187.</li> <li>• Riffe, D., Lacy, S., &amp; Fico, F. G. (1998). Analyzing media messages. Using quantitative content analysis in research. Mawah, London.</li> <li>• Scheufele, D. A., &amp; Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of communication</i>, 57(1), 9-20.</li> <li>• Wimmer, R. D., &amp; Dominick, J. R. (2013). Mass media research. Cengage learning.</li> <li>• Yin, R. K. (2003). Case study research: Design and methods. Sage publications.</li> </ul>		
8.2 Seminary	Teaching methods	Remarks
1. Introduction	Explanation Discussion	
2. The research design for studying media texts.	Explanation Discussion	
3. Paper discussion (to be decided)	Video projection Discussion	
4. Mid-term feed-back on research projects.	Explanation Discussion	
5. Paper discussion (to be decided)	Explanation Discussion	
6. Feed-back on research projects.	Explanation Demonstration	
7. Final feed-back and recommendations on research projects.	Explanation Discussion	
Bibliography		
<ul style="list-style-type: none"> <li>• Berger, A. A. (2013). Media analysis techniques. Sage Publications.</li> <li>• Berger, A. A. (2015). Media and communication research methods: An introduction to qualitative and quantitative approaches. Sage Publications.</li> <li>• Deacon, D. (2007). Researching communications: A practical guide to methods in media and cultural analysis. Hodder Arnold.</li> <li>• Frey, L. R., &amp; Cissna, K. N. (Eds.). (2009). Routledge handbook of applied communication research. Routledge.</li> <li>• Goffman, E. (1974). Frame analysis: An essay on the organization of experience. Harvard University Press.</li> <li>• McCombs, M. E., &amp; Shaw, D. L. (1972). The agenda-setting function of mass media. Public opinion quarterly, 36(2), 176-187.</li> <li>• Riffe, D., Lacy, S., &amp; Fico, F. G. (1998). Analyzing media messages. Using quantitative content</li> </ul>		

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- Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of communication*, 57(1), 9-20.
- Wimmer, R. D., & Dominick, J. R. (2013). Mass media research. Cengage learning.
- Yin, R. K. (2003). Case study research: Design and methods. Sage publications.

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

- Media construction of reality is a course that enables students to understand how meaning is constructed both by traditional media and new media. It provides students with the skills needed to evaluate media content and to better understand the content they are creating on social media.

**10. Evaluation**

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	A 10 to 12 pages long paper (Times New Roman, 12pts, 1.5 rows, images and charts not included) on a topic related to the traditional or new media content or reception. The structure of your paper should cover the following elements: a clear statement of the researched topic; theoretical framework and literature review; research design [you can use qualitative methods (semiotic analysis, focus group, case study), quantitative methods (quantitative visual or textual content analysis) or both of them); results presentation & analysis and conclusions.	Research paper	100%
10.5 Lab activities			
10.6 Minimum performance standards			
The students should be able design a research on a topic related to the traditional or new media content or reception.			

Date

1.10.2018

Signature of course coordinator

Conf. univ. dr. Andreea Mogoş

Date of approval

Signature of the head of department

Prof. univ. dr. Elena Abrudan