

**INTERNATIONAL BURCH UNIVERSITY
FACULTY OF EDUCATION AND HUMANITIES
DIGITAL COMMUNICATION AND PUBLIC RELATIONS DEPARTMENT**



**DIGITAL COMMUNICATIONS AND PUBLIC RELATIONS CURRICULUM (1ST
YEAR)**

SARAJEVO

October, 2019

Course Code : DCPR 101	Course Title : Introduction to Communication science			
Level : Undergraduate	Year : I	Semester : I		ECTS Credits : 4
Status : Compulsory	Hours/Week : 2+1			Total Hours : 30+15
COURSE DESCRIPTION	<ul style="list-style-type: none"> The Introduction to Communication Science course is designed to help students acquire the essential grasp of theoretical and applied knowledge and skills necessary to communicate effectively with their respective stakeholders (decision makers/sponsors) and the general public. 			
COURSE OBJECTIVES	<ul style="list-style-type: none"> The objective of the course is to provide general knowledge in communication science as an interdisciplinary field and to introduce students to the study of contemporary communication theories, to train the student in how to carry an effective interpersonal, verbal and non-verbal and other situation dependent communication types to include business/corporate communication. Students will be exposed to classical and modern media theories and their practical applications in the ever-expanding media platforms that are prone to rapid changes. 			
COURSE CONTENTS	<ul style="list-style-type: none"> Introduction to communication science, Communication concepts, Forms, means and channels of communication, Text and meaning in communication, Interpersonal communication, Verbal and non-verbal communication, Semiotic model of communication, Sociological model of communication, Psychological model of communication, Culture as communication, Mass media and public, Old and new media – technology, Business/corporate communication, Utilization and boundaries of communication models 			
Teaching Methods Description	<ul style="list-style-type: none"> Lectures, Screenings, Communications with students, Discussions and group work, Presentations 			
Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	0%
	Homework	0%	Term paper	10%
	Project	0%	Attendance	0%
	Midterm Exam	30%	Class Deliverables	10%
	Presentation	10%	Final Exam	40%
	Total			
Learning Outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Demonstrate basic knowledge related to human communication and mass communication as the basis for majority business processes. Students will have command of multifaceted nature of human communication as a key to understanding the workings of media in contemporary societies. This contributes to the ability to act appropriately in contemporary journalism. Students develop the ability to critically analyze the role of the media in society, to understand the action of the media in the communication space of the public, and the ability to critically analyze the role of the public in the social and political life of people. 			

REGULATION ON WRITING AND DEFENDING ESSAYS AND TERM PAPERS

	<ul style="list-style-type: none"> Students acquire the ability to properly evaluate, interpret and use knowledge in human communication and to apply communication to the public through the media.
Language of Instruction	<ul style="list-style-type: none"> English
Mandatory Literature	<ul style="list-style-type: none"> Maggie Kindred and Michael Kindred – 500 Tips for Communicating with the Public Sandy McMillan – “How to be a better communicator...” Stanley J Baran – “Mass Communication Theory”
Recommended Literature	<ul style="list-style-type: none"> Ole Thyssen - Aesthetic Communication Craig and Patricia Neal – “The Art of Convening”

Course Code : DCPR 103	Course Title: Introduction to Public Relations		
Level : Undergraduate	Year : I	Semester : I	ECTS Credits : 6
Status : Compulsory	Hours/Week : 2+3		Total Hours : 30+15
COURSE DESCRIPTION	<ul style="list-style-type: none"> This course aims to prepare students for a thorough understanding of the significance of public relations as an indispensable tool in the corporate culture. It will introduce students to the basic conceptual aspects of public relations and demonstrate the development trends of PR as a growing industry in the world. The course will utilize interactive lectures and exercises to train students how to apply public speaking techniques and good presentations skills in any social setting with a focus on corporate environment. 		
COURSE OBJECTIVES	<ul style="list-style-type: none"> Following the course completion, students will be able to understand the importance of public relations as an independent function of managing, establishing and maintaining relations between the subject (individual, company, political institution, government...) and the public that surrounds it, or on which it depends in its activity. 		
COURSE CONTENTS	<ul style="list-style-type: none"> Origin, development and trends in public relations, Development of public relations in BiH, Defining public relations, Misinterpretation of public relations, Public Relations Profession, Public, Target Public, Opinion makers, Theories and models of public relations, Areas of application of public relations, Identity and image, Corporate communication, Types of public relations, Media Relations, Public relations management process, Public relations agencies, Methods of evaluation in public relations, Public relations in politics, Public relations in non-profit organizations, Crisis communication and crisis public relations, Personal public relations, Event management, Lobbying and public relations, Internal communication, Relations with the local community, Market relations, Other areas of application of public relations, 		

	<ul style="list-style-type: none"> • Legal and Ethical Aspects of Public Relations. 			
Teaching Methods Description	<ul style="list-style-type: none"> • Lectures, • screenings, • Discussions and group works, • Presentations. 			
Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	0%
	Homework	0%	Term paper	10%
	Project	0%	Attendance	0%
	Midterm Exam	30%	Class Deliverables	10%
	Presentation	10%	Final Exam	40%
	Total			
Learning Outcomes	<ul style="list-style-type: none"> • Having command of public relations processes, • Grasping the concept of the work of public relations services and the ethics of public relations, • Being able to present relevant theories related to the theory and practice of public relations in a contemporary society, • Being able to compare theoretical stance in the realm of public relations in academia and the real life applicability and usage of public relations in a modern society, • Being able to critically analyze public relations services and their relationships with the media. 			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Philip Henslowe – “Public relations – practical guide to the basic”, • Paul Baines, John Egan, Frank Jeffkins – “Public Relations Contemporary Issues and Techniques”, • Melody Templeton – “Public Speaking and Presentations – Demistified” • Dennis L. Wilcox, Glen T. Cameron, Bryan H. Reber – “Public Relations: Strategies and Tactics” 			
Recommended Literature	<ul style="list-style-type: none"> • Kieran Knights – “Strategic Planning in Public Relations, Thorogood” • Doug Newsom, Jim Haynes – “Public Relations Writing – Form and Style” • Sandra Oliver – “Public Relations Strategy” 			

Course Code : DCPR 105	Course Title: Sociology of Media		
Level : Undergraduate	Year : I	Semester : I	ECTS Credits : 6
Status : Obligatory	Hours/Week : 2+1		Total Hours : 30+15
COURSE DESCRIPTION	Through a series of lectures and discussions, the teaching process will introduce students to the context of media emergence and especially to the role of media in society. The course will also provide insight into how the media has followed the development of society and what functions the media has today. This course looks at the role, importance and functions of the media in society, but it also focus on the influence of a society on media, and then seeks to review critically the work of the media today.		

COURSE OBJECTIVES	<ul style="list-style-type: none"> • Understanding of the basic factors affecting mass communication and mass media • Understanding of society’s impact on the media and the media’s impact on society; • Development of analytical and critical thinking skills concerning the role of media in a society; • Understanding technical, economic, historical and social contexts for the work of media; • Expansion of students’ depth and scope of media use and understanding. • Development of students’ abilities to critically evaluate practices of media and journalism through reading and writing assignments and class discussions. 			
COURSE CONTENTS	<ul style="list-style-type: none"> • Theories and definitions of sociology, media and society • Media and society • The impact of media on society throughout history • The impact of society on the media and journalism • Media production factors • Professionalism and professional norms • The economic, political and cultural context of the media • Media ownership and pluralism of media content • Today's media trends (reality show, soap operas, sensationalism) • Media globalization of the world • Technology and Media 			
Teaching Methods Description	<ul style="list-style-type: none"> • Interactive lectures and communications with students • Discussions and group work • Presentations 			
Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	0%
	Homework	20%	Term paper	0%
	Project	0%	Attendance	0%
	Midterm Exam	30%	Class Deliverables	10%
	Presentation	0%	Final Exam	40%
	Total			
Learning Outcomes	<p>Once they complete this course, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic functions of the media in modern society and describe the role of the media in democratic societies • Explain how the structure and function of media changed over time and how these changes have influenced society • Describe how the media relates to power structures in society and what interests they represent • Explain how society in a broader sense influence operation of media • Describe media production process and factors influencing it • Critically evaluate the role of journalism in modern society and draw inferences about its professional ideology 			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • McQuail, D. (2010). McQuail's mass communication theory. London, UK: SAGE Publications. (Chapter 4 and 5). • Baran, J.S. and Davis, D.K. (2010) Mass Communication Theory: Foundations, Ferment, and Future (6th edition). USA: Wadsworth. (Chapter 10: Media and Society: The role of media in the social world). • Postman, N. (2005) Amusing ourselves to death. USA: Pingvin. (Foreword, Chapters 1 and 2). 			

	<ul style="list-style-type: none"> • Cohen, S. (2008). Folk devils and moral panics. London, UK: Routledge. (Introduction and Chapter 1) • Postman, N. (1993) Technopoly: The Surrender of Culture to Technology. USA: Vintage Books. (Foreword, Chapters 1 and 2). • Hasmondhalgh, D. (ed.). (2006). Media Production. UK: The Open University. (Chapter 2,3 and 5) • Christians, C.G. and Glasser, T.L. (ed.) (2009). Normative Theories of the Media: Journalism in Democratic Societies. Champaign: University of Illinois Press. (Introduction). • Golding, P. And Elliott, P. (1979) Making the News (excerpt) in H. Tumber. (1999). News: A Reader. UK: Oxford. • McNair, B. (1998) The Sociology of Journalism. UK: Hodder Education. (Chapter 4).
Recommended Literature	<ul style="list-style-type: none"> • Matthews, J. (2017) The Sociology of Mass Media in K. O. Korgen (ed.). The Cambridge Handbook of Sociology. Volume 1, Core Areas in Sociology and the Development of the Discipline. UK: Cambridge University Press • Goode, E. And Ben Yehuda, N. (2007). Moral Panics: The Social construction of Deviance. USA: Blackwell Publishing. (chapter 9) • Kaplan, R. (2010) The Origins of Objectivity in American Journalism. In A. Stuart (ed.) The Routledge Companion to News and Journalism, New York i London: Routledge. 25-37. Cunningham, B. (2003). Re-thinking Objectivity. Columbia Journalism Review.

Course Code : DCPR 107	Course Title: Digital Media Culture		
Level : Undergraduate	Year : I	Semester : I	ECTS Credits : 6
Status : Obligatory	Hours/Week : 2+1		Total Hours : 30+15
COURSE DESCRIPTION	Through a series of lectures and discussions, the teaching process will introduce students to the context of digital media and of cultural approach to digital media and news understanding. The course will also provide insight into key differences between 'old' and 'new' media and enhance understanding of the role and functions of digital media in a modern society.		
COURSE OBJECTIVES	<ul style="list-style-type: none"> • Understanding of the basic elements of digital media and of cultural approach to digital media and news; • Development of analytical and critical thinking skills concerning the role of internet in society; • Understanding technical, economic, historical and social contexts for the work of digital media; • Expansion of students' depth and scope of digital media understanding; • Development of students' abilities to critically evaluate practices of digital media in everyday life situations. 		
COURSE CONTENTS	<ul style="list-style-type: none"> • The characteristics of digital media • Digital versus Analogue media • Networked Media Culture • Digital media environment • The internet and the public sphere • Digital media policies • Digital media in everyday life • Digital music: production, distribution and consumption • Cultural perspectives on media and news • The rise of online news 		
Teaching Methods	<ul style="list-style-type: none"> • Interactive lectures and communications with students 		

Description	<ul style="list-style-type: none"> • Discussions and group work • Presentations 			
Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	0%
	Homework	20%	Term paper	0%
	Project	0%	Attendance	0%
	Midterm Exam	30%	Class Deliverables	10%
	Presentation	0%	Final Exam	40%
	Total			
Learning Outcomes	<p>Once they complete this course, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic characteristics of digital media and how their appearance fits into the general picture of media and technology development • Explain how the structure and function of media changed from analogue to digital and how these changes have influenced society • Evaluate the political, regulatory and economic environment for digital media operations • Describe the influence of internet on public sphere • Explain how digital media relates to routines of everyday life • Describe the basic features of a cyberculture • Explain cultural approach to understanding of digital media and news • Describe the basic elements of online journalism and how it differs from classic journalism 			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Lister, M et al. (2009). New Media: a critical introduction. UK: Routledge. (Chapters 1,3,4 and 5) • Freedman, D. (2008) The Politics of Media Policy. UK: Polity Press. (Chapter 8) • Creeber, G., R., (2009) Digital Cultures: Understanding New Media, McGraw-Hill: Open University Press. (Chapter 6) • Berkowitz, D.A. (2011) Cultural meanings of News: Text Reader. USA: Sage. (Introduction). • Allan, S. (2008) Online News. USA: Open University Press. (Chapters 1 and 2) 			
Recommended Literature	<ul style="list-style-type: none"> • Curran, J. and Morley, D. /ed.). (2006). Media and Cultural Theory. UK: Routledge. 			

Course Code : ELT 321	Course Title : Advanced Writing I		
Level : Undergraduate	Year : I	Semester : I	ECTS Credits: 5
Status : Obligatory	Hours/week: 3	Total	Hours: 42
COURSE DESCRIPTION	This course prepares students for the demands of advanced writing in English. It includes instruction and practice in critical writing, reading and thinking; planning, writing, and revision of paragraphs/essays; and clarity and coherency of written ideas. It enables students to write high-quality documents, including summaries, essays, reports, formal letters and articles.		
COURSE OBJECTIVES	<p>The general objectives of the course require each student to:</p> <ul style="list-style-type: none"> • Enable students to express themselves coherently in writing. • Enable students to write different types of writing. <p>Develop the ability to effectively critique your own writing.</p>		

COURSE CONTENTS	<ul style="list-style-type: none"> • Course introduction • Structure and mechanics • Characteristics of good writing • The writing process • From paragraph to essay • The use of transitions • The thesis statement • The introductory paragraph • The concluding paragraph • Body paragraphs • Process • Classification 			
Teaching Methods	<ul style="list-style-type: none"> • Interactive lectures and communications with students • Discussions, • Problem based learning, • practice 			
Student Assessment Methods Description %	Quiz	0%	Lab/Practical Exam	0%
	Home work	15%	Term paper	10%
	Project	0%	Attendance	0%
	Midterm exam	30%	Class Deliverables	15%
	Presentation	0 %	Final exam	40%
	Total	100%		
Learning Outcomes	As a result of completing the course, students will be able to: <ul style="list-style-type: none"> • write an essay that does not lack cohesion, coherence and unity • edit his/her writing and the writing of others; • analyze and critique creative work. 			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Boardman, C. A., Frydenberg, J. (2008). Writing to Communicate – Paragraphs and Essays (third edition). Pearson Longman. 			
Recommended Literature	<ul style="list-style-type: none"> • Corry, H. (2008). Advanced Writing with English in Use CAE (New Edition). OxfordUniversity Press. 			

Course Code: BOS 101	Course Title: Bosnian, Croatian, Serbian I		
Level: Undergraduate	Year: I	Semester: I	ECTS Credits: 2
Status: Elective	Hours/Week: 2		Total Hours: 30
COURSE DESCRIPTION	This course will include topics on the use of the standard Bosnian/Croatian/Serbian language in the public/official and private/everyday communication, both offline and online, including basic differences between the three norms. Students will work on texts of various registers with the aim to learn how to avoid common orthographical, grammatical, syntactical, and logical mistakes.		
COURSE OBJECTIVES	The aim of this interactive course is to introduce students to principles and rules of the standard language so they can develop linguistic and communication competences and be able to engage in successful written and oral communication.		

COURSE CONTENTS	<ul style="list-style-type: none"> • Introduction to the standard language and differences between the three norms • Capital letters • Spelling and pronunciation of sounds and sound changes • Words written together or apart • Punctuation • Abbreviations and acronyms • Numbers • Lexical and syntactical differences between the three norms • Common mistakes in journalistic style • Loan words, transcription and transliteration • Text formatting and spellchecking tools • Gender sensitive Bosnian, Croatian, Serbian language 		
Teaching Methods Description	<ul style="list-style-type: none"> • Interactive lectures • Teaching with technology • Discussions and group work • Presentations • Text analysis 		
Student Assessment Methods Description (%)	Quiz	20%	
	Midterm Exam	30%	
	Attendance	10%	
	Final Exam	40%	
	Total	100%	
Learning Outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply basic orthoepic and orthographic rules • Identify the main differences between Bosnian, Croatian, and Serbian norm • Use formatting tools • Evaluate and discuss the importance of gender sensitive use of language 		
Language of Instruction	Bosnian, Croatian, Serbian		
Mandatory Literature	<ul style="list-style-type: none"> • Senahid Halilović. Pravopis bosanskoga jezika. Sarajevo: Slavistički komitet, 2017. • Emira Mešanović-Meša. Kontrastivna analiza bosanskog, hrvatskog, srpskog jezika. Sarajevo: Slavistički komitet, 2011. • Marina Katnić-Bakaršić. Stilistika. Sarajevo: Tugra, 2007. • Sandra Zlotrg i Klaudija Mlakić-Vuković. Principi prije pravila: Školski pravopisni priručnik. Sarajevo: Mas Media i Fond otvoreno društvo, 2016. 		
Recommended Literature	<ul style="list-style-type: none"> • Pravopisi, rječnici i jezički savjetnici bosanskog, hrvatskog, srpskog jezika (Will be provided at the class) 		

Course Code: DCPR 102	Course Title: Narratives in Press, Radio and Television		
Level : Undergraduate	Year: I	Semester: II	ECTS credits: 5
Status : Compulsory	Hours/Week: 2+1		Total hours: 30+15
COURSE DESCRIPTION	<p><i>Narratives in print and broadcasting media</i> is a module that studies different types of writing for media. It presents basic and complex concepts and methods of journalism for different areas of the mass media, and covers the field of business communication and new forms of digital communication.</p>		
COURSE OBJECTIVES	<p>This module aims to empower students to write for the mass media. It is designed to encourage students to move beyond basic writing skills, attitudes and understanding of principles. The student will gain knowledge of basic and research reporting and writing, both in print and radio and television. In addition, students will be able to write for public</p>		

	relations purposes, as well as for various forms of business communication (advertising and promotional writing, etc.).			
COURSE CONTENTS	<ul style="list-style-type: none"> • Introduction: The power of narration • Basics of narrative theory • Narrative concepts • From structuralism to post-structuralism • Journalistic genres • Writing news • Film as narrative and visual mode • Narrative film and visual cohesion • Television: Narratives and Ideology • Television genres • Television news as a narrative • Aspects of narration in series and serials • Soap operas and sitcoms • Structures of radio drama • Radio news and interviews • Discursive news analysis • Advertising narratives • Postmodern narrative and media 			
Teaching Methods Description	Classes will consist of theoretical lectures on given topics with practical demonstrations. Practical exercises will then follow the lectures.			
Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	10%
	Homework	0%	Term paper	0%
	Project	30%	Attendance	0%
	Midterm Exam	20%	Class Deliverables	10%
	Presentation	0%	Final Exam	40%
	Total	100 %		
Learning Outcomes	<p>Upon completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • Perform news writing tasks in accordance with professional standards. • Select and track news for newspapers, radio, television. • Know the laws and restrictions associated with news reporting and writing in various types of media, including laws, professional codes, rules, regulations, copyrights and ethical restrictions. • Research and interview extensively for a range of news, radio and TV stories or advertising campaigns. • Organize information in a coherent format to meet the needs of your chosen audience. • Give critical review of other journalists' content, format, style and interest. 			
Prerequisites	-			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Stovall, J. G. <i>Writing for the mass media</i>. 7th Edition; Boston: Allyn & Bacon Publishers, 2009. • Ryan, M. L. (Ed.). <i>Narrative across media: The languages of storytelling</i>. U of Nebraska Press, 2004. • Whitaker, W.R.; Ramsey, J.E.; Smith, R.D. <i>Mediawriting: print, broadcast, and public relations</i>. 5th Edition; New York, London: Routledge, 2019. • Foster, J. <i>Effective writing skills for Public Relations</i>, 4th Edition, London, Philadelphia: Kogan Page, 2008. • Smith R.D. <i>Becoming a Public Relations Writer</i>, 2nd Edition, Mahwah, New Jersey London: Lawrence Erlbaum, 2003. • Silvia, T. and Anzur, T. <i>Power Performance: Multimedia Storytelling for Journalism and Public Relations</i>, West Sussex: John Wiley & Sons 2011. • Newsom, D. and Haynes, J. <i>Public Relations Writing: Form & Style</i>, 8th edition, Thomson Wadsworth, 2008. 			

	<ul style="list-style-type: none"> Aronson, M., Spetner, D., Ames, C. <i>The public relations writer's handbook : the digital age</i>, 2nd ed. San Francisco: Jossey-Bass. 2007 		
Recommended Literature	<ul style="list-style-type: none"> Fulton, H., Huisman, R., Murphet, J., & Dunn, A. <i>Narrative and media</i> (Vol. 1). Cambridge: Cambridge University Press, 2005. 		
ECTS (student load)			
Activities	Quantity	Duration	Student load
Lectures (15 weeks x number of hours of in class lectures during the week)	15	2	30
Lab/Practical Exam (15 weeks x number of hours of practical work in lab during the week)	15	1	15
Midterm Exam (1 week)	1	2	2
Final Exam ((1 week)	1	3	3
Preparation for Midterm Exam	1	10	10
Preparation for Final Exam	1	15	15
Homework / Project	3	10	30
Presentation	2	10	20
Total student load			125
ECTS credits (Total student load / 25)			5

Course Code: DCPR 104	Course Name: Psychology of Communication and Media			
Level: Undergraduate	Year: 1	Semestar: II	ECTS Credits: 6	
Status: Obligatory	Hours/Week: 2+1		Total Hours: 30+15	
Course Description	All messages that are sent to an individual or a group of people, in person or through the media, cause some emotional reactions. Through lectures and presentations, the process of originating, sending and receiving a message and the influence of psychological, social, political and other factors on the perception of the message will be presented.			
Course Objectives	This course aims to introduce students to the importance of psychology in communication and basic principles in the psychological creation of communication, then through theory and practical examples, to present the findings about the impact of communication on individual and social flows and perceptions. In addition, students will be exposed to techniques and skills that are used to communicate appropriately to public in different social situations			
Course Content	<ul style="list-style-type: none"> Introduction to the psychology of communication Basic communication scheme (sender, recipient, coding, understanding) Communication noise and its cultural and social determinants Uses of psychology in communication Psychological determinants of non-verbal communication Psychological impact of visual communications Assertive communication Self-discovery, self-expression, and self-presentation. Psychological barriers in public speaking 			
Teaching Methods Description	<ul style="list-style-type: none"> Interactive lectures and communications with students Presentations. 			
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	10 %	Term Paper	10 %
	Project	0 %	Participation	0 %

	Midterm Exam	30 %	Class Deliverables	10 %
	Presentation	0 %	Final Exam	40 %
	Total	100 %		
Learning Outcomes	Students will understand how the message is generated, how to properly communicate to the target groups and what are the reasons for possible misunderstanding. They will also learn what factors they need to take into account when communicating, and be able to critically analyze and evaluate acquired knowledge in their own and others' communications.			
Prerequisite Course(s)	-			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Harris, R. A <i>Cognitive Psychology of Mass Communication</i>, Lawrence Erlbaum Associates, Mahwah, NJ, 2004. • Giles, D. <i>Media psychology</i>. Routledge, 2003. • Katrin Döveling, Christian von Scheve, and Elly A. Konijn. (ed) <i>The Routledge Handbook of Emotions and Mass Media</i>. Taylor & Francis, 2011. • Shrum, L.J. (ed.) <i>The psychology of entertainment media: blurring the lines between entertainment and persuasion</i>, Lawrence Erlbaum Associates, Inc, 2004. • Barra, B.G. <i>Cognitive Pragmatics: The Mental Process of Communication</i>, Massachusetts Institute of Technology, 2010. 			
Recommended Literature	<ul style="list-style-type: none"> • Valkenburg, Patti M. <i>Children's responses to the screen : a media psychological approach</i>, Lawrence Erlbaum Associates, Inc, 2004. • Riggio, R.E. and Feldman, R.S. (ed.) <i>Application of Non-Verbal Communication</i>, Lawrence Erlbaum Associates, Inc, 2005. • Barra, B.G. <i>Cognitive Pragmatics: The Mental Process of Communication</i>, Massachusetts Institute of Technology, 2010. • Hogg, M.A. and Cooper, M. <i>The SAGE Handbook of Social Psychology</i>, Sage, 2007. • McKenna, J.A., K. Y. A., Postmes, T., and Reips, U.-D. (ed.) <i>The Oxford Handbook of Internet Psychology</i>. Oxford: Oxford University Press, 2007. 			
ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)				
Activities		Quantity	Duration	Workload
Lecture (15 weeks x Lecture hours per week)		15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		15	1	15
Midterm Examination (1 week)		1	2	2
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	20	20
Preparation for Final Examination		1	40	40
Assignment / Homework / Project		2	15	30
Seminar / Presentation		1	10	10
Total Workload				150
ECTS Credit (Total Workload / 25)				6

Course Code: DCPR 106	Course Name: Visual Narratives			
Level: Undergraduate	Year: 1	Semester: II	ECTS Credits: 5	
Status: Obligatory	Hours/Week: 2+1		Total Hours: 30+15	
Course Description	In this course students will be exposed to the storytelling through visual content, namely photography and digital cinema. Through this course, students will have the opportunity to become familiar with the theoretical basics of photography, film, graphic design and visual culture in general, as well as the aesthetic qualities of visuals. This theoretical basis will then be implemented through the practical application of the creation or transmission of narratives through various visual content combined in thematic projects..			
Course Objectives	This course aims to enable students to acquire skills and knowledge to use photography, video and other visual techniques to tell their stories. Also, the course will advance students' abilities to critically examine visual content and create high quality visual narratives.			
Course Content	<ul style="list-style-type: none"> ● Introduction to visual narratives ● The basics of photography and video editing ● The basics of digital cinema ● Concepts of visual hierarchy and diversity ● Visual aesthetics ● Creating visuals ● Storytelling through visuals ● Interpreting visual narratives ● Critical analyzes of visual narratives 			
Teaching Methods Description	<ul style="list-style-type: none"> ● Interactive lectures and communications with students ● Practical work on projects ● Presentations. 			
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	30 %	Participation	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	40 %
	Total	100 %		
Learning Outcomes	<p>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> ● Create consistent visual narratives ● Use a variety of visual expression techniques ● Critically analyze visual content. 			
Prerequisite Course(s)	-			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> ● Millerson, G. and Owens, J. <i>Video Production Handbook</i>, Elsevier Inc, 2008. ● Orlebar, J. <i>Digital Television Production: A Handbook</i>, Arnold, 2002. ● Kroober, K. <i>Make Believe in Film and Fiction: Visual Vs. Verbal Storytelling</i>, 			

	<p>Palgrave, 2006.</p> <ul style="list-style-type: none"> Smiciklas, M. <i>The power of infographics: Using Pictures to Communicate and Connect with Your Audiences</i>, QUE, 2012. Musburger, R.B. <i>Single-camera video production</i>, Elsevier, Inc, 2010. O'Rourke, J., Montgomery, M. And Fulton, C. <i>The Videomaker Guide to Video Production</i>, Elsevier Inc, 2008. 			
Recommended Literature	<ul style="list-style-type: none"> Kress, G and van Leeuwen, T. <i>Reading images: the grammar of visual design</i>, Routledge, 2006. Millerson, G. and Owens, J. <i>Television Production</i>, Elsevier Inc, 2009. Massironi, M. <i>The Psychology of Graphic Images</i>, Lawrence Erlbaum Associates, Inc, 2002. 			
ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)				
Activities		Quantity	Duration	Workload
Lecture (15 weeks x Lecture hours per week)		15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		15	1	15
Midterm Examination (1 week)		1	2	2
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	10	10
Preparation for Final Examination		1	15	15
Assignment / Homework / Project		3	10	30
Seminar / Presentation		2	10	20
Total Workload				125
ECTS Credit (Total Workload / 25)				5

Course Code: DCPR 108	Course Title: Introduction to digital media		
Level : Undergraduate	Year: I	Semester: II	ECTS credits: 6
Status : Compulsory	Hours/Week: 2+1		Total hours: 30+15
COURSE DESCRIPTION	Through a series of lectures and practical exercises, the teaching process will introduce students to the possibilities of communication through online and digital communication.		
COURSE OBJECTIVES	This module aims to show students the possibilities of business development, promotion and sales using digital communication, that is, by making minimal financial investments. At the same time, it should create a clear picture for students that the Internet is a memorable platform and that the basics of communication norms and standards are desirable in the digital world as well.		
COURSE CONTENTS	<ul style="list-style-type: none"> Online media - basic concepts Social - status is determined by personality Impact of online community on society, politics, economy The Internet as the main medium of the next generation Internet and modern reality - changes brought about by the global network Global network and global connectivity Digital media ecosystem Ethics in Online Communications and Communication Standards Literacy in online media New professions in the field of digital communications 		
Teaching Methods Description	Classes will consist of theoretical lectures on given topics with practical demonstrations. Practical exercises will then follow the lectures.		

Student Assessment Methods Description (%)	Quiz	0%	Lab/Practical Exam	0%
	Homework	10%	Term paper	0%
	Project	10%	Attendance	0%
	Midterm Exam	30%	Class Deliverables	0%
	Presentation	10%	Final Exam	40%
	Total	100 %		
Learning Outcomes	Upon completion of the module and passing the exam the students will have a basic theoretical knowledge of contemporary communication standards and digital communication as well as Internet standards of today.			
Prerequisites	-			
Language of Instruction	English			
Mandatory Literature	<ul style="list-style-type: none"> • Lee, E. A., & Messerschmitt, D. G. <i>Digital communication</i>. Springer Science & Business Media, 2012. • Phillips, D. and Young, P. <i>Online Public Relations 2nd Edition</i> London: Kogan Page • Brown, R. <i>Public relations and the social web : using social media and Web 2.0 in communications</i> London and Philadelphia:Kogan Page 2009. • Motion, J., Heath, R. L., and Leitch, S. <i>Social Media and Public Relations: Fake friends and powerful publics</i>, New York: Routledge, 2016. 			
Recommended Literature	<ul style="list-style-type: none"> • Sprague, Jo, Douglas Stuart, and David Bodary. <i>The Speaker's Compact Handbook</i>. Fourth Edition. Boston: Wadsworth, 2013. • Papacharissi, Zizi. <i>A Private Sphere: Democracy in a Digital Age</i>. Malden, MA: Polity, 2010. • Baym, Nancy. <i>Personal Connections in the Digital Age</i>. Malden, MA: Polity, 2010. • Benkler, Yochai. <i>The Wealth of Networks: How Social Production Transforms Markets and Freedom</i>. New Haven [Conn.]: Yale University Press, 2006. • Hindman, Matthew. <i>The Myth of Digital Democracy</i>. Princeton: Princeton University Press, 2009.. • Haykin, S. S. <i>Digital communications</i> (pp. 445-446). New York: Wiley, 1988. • Delfanti, A. Arvidsson, A. <i>Introduction to Digital Media</i>, Wiley Blackwell, 2019 			
ECTS (student load)				
	Activities	Quantity	Duration	Student load
	Lectures (15 weeks x number of hours of in class lectures during the week)	15	2	30
	Lab/Practical Exam (15 weeks x number of hours of practical work in lab during the week)	15	1	15
	Midterm Exam (1 week)	1	2	2
	Final Exam ((1 week)	1	3	3
	Preparation for Midterm Exam	1	10	20
	Preparation for Final Exam	1	15	20
	Homework / Project	3	10	40
	Presentation	2	10	20
	Total student load			150
	ECTS credits (Total student load / 25)			6

Advanced Writing II Syllabus		
BASIC COURSE INFORMATION		
Status Obligatory	Hours/Week : 2 + 2 (Total 60 hours)	ECTS Credits : 6
Level: Undergraduate	Year : II	Semester : IV
Lecture time : Tuesday 11:00 – 11:45, Wednesday 14:00-14:45 Practical classes : Monday 13:00- 15:00		Lecture location : Room 123 Practical classes location : Room 123
INSTRUCTOR INFORMATION		
Course Instructor : Amna Brdarević-Čeljo, PhD Teaching assistant : Kenan Kadušić, MA		Instructor's Office : Block B, 1 st floor, office no. 103 Assistant's Office : Block B, 4 th floor, office no. 409
Professor's office hours : Wednesday 13:00 – 16:00; Tuesday 9:00 – 11:00; Assistant's office hours : Monday 13:00- 13:45; Wednesday 15:00-15:45; Thursday 15:00-15:45; Friday 11:00-11:45; 13:00-13:45.		Professor's office phone number : 033 944 445 Assistant's office phone number : 033 944 506
Professor's e-mail address : amna.brdarevic.celjo@ibu.edu.ba Assistant's e-mail address : kenan.kadusic@ibu.edu.ba		
COURSE DESCRIPTION		
Course Content	<i>Advanced Writing II</i> aims to enhance students' academic skills, by integrating critical thinking strategies such as making inferences, synthesizing and drawing logical conclusions based on the texts they read. In order to help students develop strategies in academic writing, various types of writing and different writing tasks (formal and informal letters, leaflets, brochures, reports, research papers etc.) will be composed and analysed, with special attention paid to intertextual cohesion and coherence.	
Course Organization	Course meetings will be lectures supplemented by practical classes. Lectures, as well as practical classes, are conducted in English. Thus, students must have an excellent command of spoken and written English. Asking questions is highly encouraged, even during lecture delivery and student presentations, but it ought to be done politely. <ul style="list-style-type: none"> • Lectures and practical classes develop students' practical skills to an advanced level. • Lectures and practical classes cover different writing task types (formal letter writing, report and reviews writing, leaflet, brochure and information sheet writing, descriptions, instructions, narratives, arguments, etc.) and introduce students to research paper writing. 	
Course Objectives	Upon the completion of this course, students: <ul style="list-style-type: none"> • will have gained the basic knowledge of different types of writing; • will have improved their writing skills to a significant extent. 	
COURSE REQUIREMENTS		
Resources		
Mandatory textbook	<ul style="list-style-type: none"> • Cory, Hugh. (1999). <i>Advanced Writing with English in Use</i>. Oxford: Oxford University Press. • Bailey, S. (2006). <i>Academic Writing: A Handbook for International Students</i>. Routledge, London. • Jordan, R.R. (1992). <i>Academic Writing Course</i>. Edinburgh: Nelson. 	
Additional readings	<ul style="list-style-type: none"> • Cynthia, A. Boardman. (2008). <i>Writing to Communicate: Essays and the Short Research Paper</i>. Longman. 	

Participation																
Attendance	<ul style="list-style-type: none"> • Class attendance is essential to student’s academic success. If students do not attend the classes regularly, they will fall behind and will have difficulty catching up on everything that has been done meanwhile. • The University expects students to attend at least 70% of scheduled classes unless an absence is excused. This rule is applied to regular students and re-takers. Students who choose overlapping courses will have to attend at least 50% of scheduled classes. • Categories of University excused absences pertain to absences involving legitimate circumstances beyond student’s control, which include illness or injury that prevents students from attending and participating in the class, death of a close family member, birth of a child, military duty etc. <u>The rules of the University require that the student provides documentation verifying the cause of the absence.</u> 															
Graded items																
Assignments (20%)	<p>Homework assignment 1 (submission deadline <u>23 March</u>)</p> <p>Writing a formal letter (2.5% worth; 250 words) You are the editor of a very famous magazine/manager at a pr company. Encourage one of your employees to take advantage of a new professional opportunity. or You are a professor at a high school. Write a letter to the parent(s) of your student announcing their (lack of) achievement.</p> <p>Writing an informal letter(2.5% worth; 250 words) You and your friends intend to celebrate NYE in New York. You are secretly organizing a surprise party to celebrate their promotion at work. or You are about to board your connecting flight. An abrupt accident occurs at an airport which delays your stay and ultimately results in a cancelled flight. Inform your mother about the circumstance(s) you have experienced.</p> <p>Homework assignment 2 (5% worth, 500 words; submission deadline <u>11 May</u>) Choose a newspaper article about a trending phenomena/topic and write a report about it. (Make sure that you clearly indicate the title and link of the article.)</p> <p>Late work policy statement</p> <ul style="list-style-type: none"> • Homework assignments must be handed in on time. • Extensions will be allowed only in case of an illness or an emergency, for which a proper documentation (medical or some other) will have to be provided. • The instructor reserves the right to lower journal grades for unexcused late work. <p>Evaluation rubric: Each assignment will be evaluated based on the following criteria.</p> <table border="1"> <thead> <tr> <th>Delivery</th> <th>Language Use</th> <th>Topic Development</th> </tr> </thead> <tbody> <tr> <td>Punctuation</td> <td>Grammar</td> <td>Organization</td> </tr> <tr> <td>Format/Readability</td> <td>Vocabulary</td> <td>Coherence/cohesion</td> </tr> <tr> <td>Visual Organization</td> <td>Register</td> <td>Depth of Analysis</td> </tr> <tr> <td>Spelling</td> <td>Rhetoric</td> <td>Accuracy/Completeness</td> </tr> </tbody> </table>	Delivery	Language Use	Topic Development	Punctuation	Grammar	Organization	Format/Readability	Vocabulary	Coherence/cohesion	Visual Organization	Register	Depth of Analysis	Spelling	Rhetoric	Accuracy/Completeness
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> <p>Homework assignment 3 (10% worth, <u>1000 words</u> (references excluded), submission deadline <u>2 June</u>)</p> <p>Writing an introduction and literature review section of a research paper + references.</p> <ul style="list-style-type: none"> - Skim the paper under the title <i>Dear professor: the influence of recipient sex and status on personalization and politeness in e-mail</i> (I Aimee C. Knupsky & Natalie M. Nagy-Bell (2011). Dear Professor: The Influence of Recipient Sex and Status on Personalization and Politeness in E-Mail. <i>Journal of Language and Social Psychology</i>. 30 (1), pp. 103–113.) The topic of the paper is personalization and politeness in e-mail. - Undertake a keyword search for the aforementioned theme using the Internet search engine and choose three additional research reports/papers on the same/similar topic - Scan through the summaries of those papers noting the theories put forward, the methodologies adopted and any recommendations for further study. - Develop a theoretical framework for that theme and write an introduction and literature review of 1000 words (approximately 2 pages). <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Evaluation rubric</td> </tr> <tr> <td>1. Writing mechanics (delivery and language use)</td> </tr> <tr> <td>2. Purpose/Thesis statement</td> </tr> <tr> <td>3. Logical organization of informative points</td> </tr> <tr> <td>4. References (in-text and the reference section)</td> </tr> </table>				Evaluation rubric	1. Writing mechanics (delivery and language use)	2. Purpose/Thesis statement	3. Logical organization of informative points	4. References (in-text and the reference section)				
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Participation (5%)	Students' participation in the classes and class activities will be observed throughout the semester. The professor and the assistant will track and mark each student's participation every week and then calculate the overall points achieved for participation during the semester. It is worth 5% of the overall grade.												
Mid-term exam (35%)	<ul style="list-style-type: none"> • Mid-term exam will be held on the date determined by the Faculty. It is worth the maximum of 40% of the final grade. 												
Final exam (40%)	<ul style="list-style-type: none"> • In-class final examinations and final examination make-ups will be held on the date and at the time listed in the official final examination schedule. • The final examination is worth the maximum of 40% of the final grade 												
ASSESSMENT													
Grading system	<p>A percentage-based grading system is used to evaluate student's final grade. The percentage-based system groups all assignments, presentations, midterm exams etc. into categories and assigns a percentage to each category. The sum of all categories is 100%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Graded item</th> <th style="text-align: left;">% of Final Grade</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Participation/Class deliverables</td> <td>5%</td> </tr> <tr> <td>Midterm Exam</td> <td>35%</td> </tr> <tr> <td>Final Exam</td> <td>40%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Graded item	% of Final Grade	Assignments	20%	Participation/Class deliverables	5%	Midterm Exam	35%	Final Exam	40%	TOTAL	100%
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Course Code: BOS 102	Course Title: Bosnian/Croatian/Serbian II		
Level: Undergraduate	Year: I	Semester: II	ECTS Credits: 2
Status: Elective	Hours/Week: 2		Total Hours: 30
COURSE DESCRIPTION	This course will include topics on the use of the standard Bosnian/Croatian/Serbian language in the public/official and private/everyday communication, both offline and online, including basic differences between the three norms. Students will work on texts of various registers with the aim to learn how to avoid common orthographical, grammatical, syntactical, logical, and translation mistakes.		
COURSE OBJECTIVES	The aim of this interactive course is to introduce students to principles and rules of the standard language so they can develop linguistic and communication competences and be able to engage in successful written and oral communication.		
COURSE CONTENTS	<ul style="list-style-type: none"> • Introduction to the style and registers • Language stratification and linguistic variation • Formal and unformal registers • Bureaucratic language • Language style in advertisement • Language on the Internet • Journalistic register • Academic register • Subject and predicate congruence • Economy and redundancy in language • Common stylistic mistakes • Uses of slang • Political correctness • Language politics in Bosnia and Herzegovina 		
Teaching Methods Description	<ul style="list-style-type: none"> • Interactive lectures • Discussions and group work • Presentations • Text analysis and writing exercises 		
Student Assessment Methods Description (%)	Exercises	20%	
	Midterm Exam	30%	
	Attendance	10%	
	Final Exam	40%	
	Total	100%	
Learning Outcomes	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> • Apply basic orthoepic and orthographic rules • Formulate logical and stylistically appropriate sentences • Know the characteristics of different registers • Evaluate and discuss the importance of political correctness principles 		
Language of Instruction	Bosnian, Croatian, Serbian		
Mandatory Literature	<ul style="list-style-type: none"> • Senahid Halilović. Pravopis bosanskoga jezika. Sarajevo: Slavistički komitet, 2017. • Marina Katnić-Bakaršić. Stilistika. Sarajevo: Tugra, 2007. • Sandra Zlotrg i Klaudija Mlakić-Vuković. Principi prije pravila: Školski pravopisni priručnik. Sarajevo: Mas Media i Fond otvoreno društvo, 2016. 		
Recommended Literature	<ul style="list-style-type: none"> • Pravopisi, rječnici i jezički savjetnici bosanskog, hrvatskog, srpskog jezika (Will be provided at the class) 		
ECTS (WORKLOAD PER STUDENT)			

Activity	Amount	Duration	Workload
Practice (15 weeks x practice per week)	15	2	30
Midterm (1 week)	1	2	2
Final (1 week)	1	3	3
Preparation for the midterm	1	5	5
Preparation for the final	1	10	10
Total workload			50
ECTS Credits (Total Workload / 25)			2