



YENİ MEDYA VE İLETİŞİM BÖLÜMÜ

MÜFREDAT EL KİTABI

ANKARA, 2024



DEPARTMENT OF NEW MEDIA AND COMMUNICATION

CURRICULUM HANDBOOK

ANKARA, 2024

ANKARA BİLİM ÜNİVERSİTESİ
GÜZEL SANATLAR VE TASARIM FAKÜLTESİ

YENİ MEDYA VE İLETİŞİM BÖLÜMÜ

2020-2021 Güz döneminde eğitim hayatına başlayan Yeni Medya ve İletişim Bölümü, iletişim ve bilgi çağının toplumunu anlamayı ve dönüştürmeyi hedefleyen entelektüeller ve profesyoneller yetiştirmeyi amaçlamaktadır. Bölümümüz öğrenim dili %100 İngilizce olarak belirlenmiştir. Öğrencilerimiz, üniversite öğrenimi süresince 25 zorunlu bölüm derslerinin yanı sıra altısı İngilizce derslerinden oluşan toplam 10 temel havuz derslerini, fakülte dışındaki bölümlerde açılan üç seçmeli ders ve fakülte içinde açılan sekiz seçmeli ders almaktadırlar. Son öğrenim dönemindeki öğrenciler, en az 56 iş gününe tekabül eden zorunlu stajlarını tamamlayarak mezun olmaktadır.

MİSYON

Bölümümüzün eğitim anlayışı, sosyal bilimler ve insan bilimlerinin farklı disiplinlerinden beslenen eleştirel bir bakış açısı üzerine kurulmuştur. Öğrencilerini sosyoloji, edebiyat, siyaset bilimi ve felsefe gibi farklı alanların sağladığı geniş bir entelektüel dünyayla buluşturmayı amaçlayan bölümümüz iletişim ve medya alanında geleceğin yaratıcı profesyonellerini ve çok yönlü bilim insanlarını mezun etmeyi hedeflemektedir. Yeni Medya ve İletişim bölümünden mezun öğrencilerimiz, iletişim süreçlerini kavrayıp analiz edebilme becerisi kazanarak, edindikleri entelektüel bakış açısını mesleki hayatlarında uygulayabilecekler ve medya ve iletişim sektörünün her alanında çalışabilecek donanıma sahip olacaklardır.

VİZYON

Ankara Bilim Üniversitesi Yeni Medya ve İletişim Bölümü, ülkemizdeki nitelikli işgücü gereksinimini karşılamanın ötesinde, evrensel düzeyde düşünen, bilim ve sanatta yapılacak çalışmalara, dijital dönüşüme ve geleceğe yön veren, bağımsız düşünebilen, meslek etiğine bağlı, yeni medyanın ve iletişim çalışmalarının toplumsal gelişmedeki rolünü kavrayan profesyoneller yetiştirmek üzere yola çıkmaktadır.

ANKARA SCIENCE UNIVERSITY

FACULTY OF FINE ARTS AND DESIGN

NEW MEDIA AND COMMUNICATION DEPARTMENT

The New Media and Communications Department, which begins education in 2020-2021, aims to train intellectuals and professionals who aim to understand and transform the society of the communication and information age. Our department's language of study is 100% English. Our students take 25 compulsory section courses during their university studies as well as a total of 10 basic pool courses consisting of six English courses, three elective courses in non-faculty departments and eight elective classes within the faculty. Students in the final period of study graduate by completing compulsory internships equivalent to at least 56 working days.

MISSION

Our Department's educational approach is based on a critical perspective fed by the different disciplines of social and human sciences. Our department aims to introduce its students to the wide intellectual world provided by different fields such as sociology, literature, political science and philosophy, and to graduate the creative professionals and versatile scientists of the future in the field of communication and media. Our graduates will be equipped to understand and analyze communication processes, apply the intellectual perspective they have acquired to their professional lives, and work in any area of the media and communications industry.

VISION

The Department of New Media and Communication of Ankara University of Science is moving beyond meeting the need for qualified workforce in our country, to educate professionals who think globally, who are oriented towards science and art, the digital transformation and the future, who can think independently, are professionally ethical, and who understand the role of new media and communications in social development.

| Program Çıktıları | Katkı Düzeyi* | | | | |
|--|---------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Öğrenciler sosyal bilimler, iletişim ve medya çalışmalarının temel ilkelerini, kuram ve kavramları öğrenirler ve yorumlayabilirler. | | | | | X |
| 2. Öğrenciler, iletişim bilimlerinin disiplinlerarası yapısını kavrayarak sanatsal, toplumsal ve ekonomi-politik arka planıyla birlikte eleştirel yaklaşımlar geliştirebilme becerisi kazanırlar. | | | | | X |
| 3. Öğrenciler, dijital medya araçlarını etkin ve yaratıcı biçimde kullanma, içerik üretim ve yönetim becerisi kazanırlar. | | | | X | |
| 4. Öğrenciler, medya ve iletişim alanında nitel ve nicel araştırma yöntemlerini kullanarak araştırmalar yapabilir ve verileri analiz edebilirler. | | | | X | |
| 5. Öğrenciler, medya ve iletişim alanındaki etik ilkeleri ve yasal düzenlemeleri ve bu ilkelere uygun hareket edebilme yetisi kazanırlar. | | | | X | |
| 6. Öğrenciler teorik ve pratik bilgileri, problem çözme becerileri ile harmanlayarak kamu/özel sektör kurumlarında ve sivil toplum kuruluşlarında istihdam edilmek için gerekli becerileri kazanırlar. | | | | | X |

*1 En Düşük, 2 Düşük, 3 Ortalama, 4 Yüksek, 5 En Yüksek

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students can learn and interpret fundamental principles, theories and concepts of social sciences, communication and media studies. | | | | | X |
| 2. Students gain an understanding of the interdisciplinary structure of communications sciences and the ability to develop critical approaches along with their artistic, social and economic-political backgrounds. | | | | | X |
| 3. Students acquire skills in using digital media tools effectively and creatively, producing content and managing them. | | | | X | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | X | |
| 5. Students acquire the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with them. | | | | X | |
| 6. Students acquire the necessary skills to be employed in public/private sector institutions and civil society organizations by combining theoretical and practical knowledge with problem-solving skills. | | | | | X |

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest

Mezunların mesleki profili

Program mezunları hem devlet kurum ve kuruluşlarında hem de özel sektörde çalışabilmektedirler. Basılı yayıncılık, radyo-televizyon ve ilişkili medya sektörlerinde, internet gazeteciliği, sosyal medya uzmanlığı, dijital içerik üretimi, dijital proje koordinasyonu ve yönetimi, yeni medyada yayın ve faaliyet planlama ve koordinasyonu, blog yazar ve yöneticiliği, dijital tanıtım ve reklam gibi faaliyet alanlarında da istihdam edilebilirler.

Yeni medya ve iletişim bölümü mezunları, dijital pazarlama alanında çalışarak markaların kurumların çevrimiçi varlığını yönetebilirler. Sosyal medya yöneticisi, içerik üreticisi veya dijital stratejist olarak da kariyerlerine devam edebilir, dijital pazarlama stratejilerini geliştirebilirler. Medya planlama ve satın alma departmanlarında görev alarak reklam kampanyalarının etkin bir şekilde yürütülmesine katkıda bulunabilirler. Medya ilişkileri uzmanı olarak markaların basın ve halkla ilişkilerini yönetebilirler. Bu bölüm mezunları aynı zamanda e-ticaret firmalarında da çalışma fırsatı bulabilirler. Mezunlarımız yeni medya trendleri hakkında araştırma ve analiz süreçlerini yürütmek ve yönetmeyi içeren dijital yayın ve medya platformlarında uzmanlaşabilirler.

Occupational Profiles of Graduates

The graduates of the program are able to work in both governmental institutions and organizations and in the private sector. They can also be employed in the broadcasting, radio-television and related media sectors, internet journalism, social media expertise, digital content production, coordination and management of digital projects, new media broadcast and activity planning and coordination, blogging and management, digital promotion and advertising.

New media and communication graduates can work in the field of digital marketing to manage the online presence of brands and institutions. They can also pursue their careers as a social media manager, content producer or digital strategist, developing digital marketing strategies. Working in the media planning and procurement departments, they can contribute to the effective conduct of advertising campaigns. As media relations specialists, they can manage the press and public relations of brands. Graduates of this department can also find employment in e-commerce firms. Our graduates can specialize in digital broadcasting and media platforms, including conducting and managing research and analysis processes on new media trends.

DEPARTMENT CURRICULUM

| 1. semester | |
|--------------------------------|---|
| Ders kodu (Course Code) | Course Name (Dersin adı) |
| HIS 101 | Principles Atatürk and History of Revolution I |
| TUR 101 | Turkish 1 |
| ENG 101 | Academic English I |
| FAD 101 | Introduction to Communication |
| FAD 103 | Key Concepts in Social Sciences |
| FAD 107 | Visual Design- I |
| FAD 105 | Media Production |
| | |
| 2. semester | |
| HIS 102 | Principles Atatürk and History of Revolution II |
| TUR 102 | Turkish II |
| ENG 102 | Academic English II |
| FAD 104 | Introduction to Photography |
| FAD 106 | Introduction to Media Studies |
| FAD 108 | Visual Design- II |
| FAD 110 | Film History and Culture |
| | |
| 3.semester | |
| ENG 201 | Communication Techniques I |
| FAD 205 | Editing and Postproduction |
| FAD 203 | Creative writing |
| NMC 201 | Theories of Mass Communication |
| NMC 203 | Sociology of Communication |
| | Non-departmental elective-1 |
| | |
| 4.semester | |
| ENG 202 | Communication Techniques II |
| NMC 202 | Research Methods in Social Sciences |
| NMC 204 | New Media and Society |
| NMC 206 | Critical Thinking |
| NMC 208 | The Ethics of Data and Artificial Intelligence |
| | Departmental Elective -1 |
| | Non-departmental elective- 2 |
| | |
| 5. semester | |
| ENG 301 | Academic and Occupational Writing Skills I |
| NMC 301 | Integrated Marketing Communication |
| FAD 303 | Digital Art |
| | Departmental Elective -2 |

| | |
|--------------------|---|
| | Departmental Elective -3 |
| | Departmental Elective -4 |
| | Non-Departmental Elective - 3 |
| | |
| 6. semester | |
| ENG 302 | Academic and Occupational Writing Skills II |
| FAD 308 | Digital Content Production |
| NMC 304 | Political Communication |
| | Departmental Elective - 5 |
| | Departmental Elective - 6 |
| | Departmental Elective - 7 |
| | |
| 7. semester | |
| NMC 401 | Digital Campaign Design |
| NMC 403 | Current Issues in New Media |
| NMC 405 | New Media and Journalism |
| NMC 407 | Cultural and Creative Economies |
| | Departmental Elective - 8 |
| | |
| 8. semester | |
| NMC 402 | Professional Practice |
| NMC 404 | Graduation Project |
| | |

DEPARTMENTAL ELECTIVES
(Fakülte içi seçmeli dersler)

| Course Code | Course Name | ECTS |
|-------------|---|------|
| FAD 455 | Organizational Communication | 5 |
| FAD 454 | Digital Games and Culture | 5 |
| FAD 456 | Urban Sociology | 5 |
| FAD 451 | Popular Culture | 5 |
| FAD 453 | Utopias and Dystopias | 5 |
| FAD 457 | Media Audiences | 5 |
| FAD 325 | Advanced Photography | 5 |
| FAD 327 | Web Series Production | 5 |
| FAD 459 | Art of Storytelling | 5 |
| FAD 452 | Creativity and Labour | 5 |
| FAD 461 | Entrepreneurship in Creative Industries | 5 |
| FAD 460 | Visual Communication | 5 |

| | | |
|---------|---|---|
| FAD 466 | Art and Science | 5 |
| FAD 432 | Transcending Concepts in Contemporary Art | 5 |
| FAD 424 | Film Genres | 5 |
| FAD 422 | Film Adaptation | 5 |
| FAD 420 | Transmedia Storytelling | 5 |
| FAD 462 | Anthropology of Social Media | 5 |
| FAD 463 | Media Critics | 5 |
| FAD 464 | Perspectives on TV Series | 5 |
| FAD 466 | Culture Industry | 5 |
| FAD 320 | Chaos, Crisis and Communication | 5 |
| FAD 332 | Implicit Representations Workshop | 5 |
| FAD 321 | Game Based Strategies | 5 |
| FAD 448 | Podcasting | 5 |
| FAD 330 | Photography and Visual Narratives | 5 |
| FAD 466 | Psychoanalysis and Culture | 5 |

NON-DEPARTMENTAL ELECTIVES
(Fakülte Dışı Seçmeli Dersler)

| Course Code | Course Name | ECTS |
|-------------|--------------------------------|------|
| CMM 185 | 3D Modeling and Animation | 3 |
| CMM 189 | Space Design in Cinema | 3 |
| CMM 190 | Personal Business Model Design | 3 |
| CMM 191 | Entrepreneurship in Art | 3 |
| CMM 192 | Psychology and Cinema | 3 |
| CMM 193 | World Politics | 3 |
| CMM 194 | Sailing | 3 |
| CMM 206 | Transmedia | 3 |
| FLM 215 | Popular Television Series | 3 |
| FLM 216 | Cinema In the Digital Age | 3 |
| FR 101 | French I | 3 |
| FR 102 | French II | 3 |
| FR 201 | French III | 3 |
| FR 202 | French IV | 3 |

| | | |
|----------|--|---|
| FR 301 | French V | 3 |
| FR 401 | French VI | 3 |
| OHS 101 | Occupational Health and Safety I | 3 |
| OHS102 | Occupational Health and Safety II | 3 |
| POLS 355 | Human Rights | 3 |
| RUS 101 | Russian I | 3 |
| RUS 201 | Russian II | 3 |
| RUS 301 | Russian III | 3 |
| RUS 401 | Russian IV | 3 |
| SPAN 101 | Spanish I | 3 |
| YBS 131 | Bilişim Teknolojisine Giriş | 3 |
| POLS 106 | Introduction to Sustainability | 3 |
| POLS 352 | European Union and Turkey | 3 |
| POLS 451 | Globalization and World Politics | 3 |
| CMM 195 | Geometric Folding Algorithms and Origami | 3 |
| CMM 499 | AI for Design | 3 |
| CMM 201 | Computer Aided Design | 3 |
| CMM 202 | Responsive Web Design | 3 |
| CMM 203 | Cinema in the Digital Age | 3 |
| CMM 204 | Future Trends in Healthcare | 3 |

SYLLABUSES FOR THE CUMPOLSORY COURSES
SEMESTER-I

| | |
|----------------|--|
| HIS 101 | Principles Atatürk and History of Revolution I |
| TUR 101 | Turkish 1 |
| ENG 101 | Academic English I |
| FAD 101 | Introduction to Communication |
| FAD 103 | Key Concepts in Social Sciences |
| FAD 107 | Visual Design- I |
| FAD 105 | Media Production |

COURSE SYLLABUS
INTRODUCTION TO COMMUNICATION

| | |
|---|--|
| Course Name | Introduction to Communication |
| Course Type | Required |
| Code | FAD 101 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | This course presents an introduction to the interdisciplinary field of communication studies providing necessary theoretical and methodological knowledge. The aim of this course is to prepare students for advanced theory courses in the future by presenting an introduction to the concepts, methods and approaches in media and communication studies. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Understand different approaches to communication. - Express the relationship between communication sciences and other fields of science. - List theoretical and judicial approaches in the field of communication - Recognize the fundamentals of social sciences, communication sciences and media professionals. |
| References | John Fiske (2010). Introduction to Communication Studies. John B. Thompson (1995). Media and Modernity. Graeme Burton (1997). More than Meets the Eye: An Introduction to Media Studies Raymond Williams (1983). Keywords. John Keane (1991). Media and Democracy. Denis McQuail and Sven Windhal (1993). Communication Models for the Study of Mass Communications Stuart Hall (1997). Representation: Cultural Representations and Signifying Practices. SAGE Lawrence Grossberg vd. (2006). Mediamaking, Mass Media in a Popular Culture. SAGE |
| Learning and teaching strategies | Lecturing, discussion, homework assesment. |
| Evaluation | Attaendance and participation in class discussions 10%, homeworks 30%, |

| | |
|------------------------|---------------------------------|
| | mid-term 30% and final exam 30% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|-----------------|--------------------------------|-------------------------------------|------------------------------------|----------------------------|-------------|
| Negotiation Process | FAD 101 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, homework assesments. | | | | | | |
| Instructor (s) | Assistant Professor Serra Sezgin | | | | | | |
| Course objective | The aim of this course is to prepare students for advanced theory courses in the future by presenting an introduction to the concepts, methods and approaches in media and communication studies. | | | | | | |
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Understand different approaches to communication. - Express the relationship between communication sciences and other fields of science. - List theoretical and judicial approaches in the field of communication - Recognize the fundamentals of social sciences, communication sciences and media professionals. | | | | | | |
| Course Content | This course presents an introduction to the interdisciplinary field of communication studies providing necessary theoretical and methodological knowledge. The aim of this course is to prepare students for advanced theory courses in the future by presenting an introduction to the concepts, methods and approaches in media and communication studies. | | | | | | |
| Mode of Delivery | Face to face and distance learning when required | | | | | | |
| References | John Fiske (2010). Introduction to Communication Studies. John B. Thompson (1995). Media and Modernity. Graeme Burton (1997). More than Meets the Eye: An Introduction to Media Studies Raymond Williams (1983). Keywords. John Keane (1991). Media and Democracy. Denis McQuail and Sven Windhal (1993). Communication Models for the Study of Mass Communications Stuart Hall (1997). Representation: Cultural Representations and Signifying Practices. SAGE Lawrence Grossberg vd. (2006). Mediamaking, Mass Media in a Popular Culture. SAGE | | | | | | |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---|
| 1.Week | Introduction |
| 2.Week | Communication – The Basics (Key Concepts and Terms) |
| 3.Week | History of Communication and Media |
| 4.Week | Forms of Communication |
| 5.Week | Communication Models |
| 6.Week | Theories of Communication |
| 7.Week | Theories of Communication –Theories of Mass Communication |
| 8.Week | Midterm |
| 9.Week | Language, Discourse, Ideology |
| 10.Week | Communication & Ethics |
| 11.Week | Communication & Technology |
| 12.Week | Research Methods in Communication Studies |
| 13.Week | Analysing Media texts, audiences and users |
| 14.Week | Revision |
| 15.Week | General Evaluation |
| 16.Week | Final examination |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|-----------------------|---------------|---------------------|
| Attendance | 14 | %10 |
| Participation | 14 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %30 |
| Presentation | 0 | %0 |

| | | |
|--|----|------|
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %30 |
| Total | 32 | %100 |
| Contribution of semester works to success points | 31 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 32 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 2 | 30 | 60 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 32 | 76 | 184 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |

| | | | | | |
|---|--|--|--|--|---|
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
KEY CONCEPTS IN SOCIAL SCIENCES

| | |
|---|---|
| Course Name | Key Concepts in Social Sciences |
| Course Type | Required |
| Code | FAD 103 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | This course will familiarize students with basic concepts of social sciences. It analyzes how social structures and cultures are shaped, maintained and transformed, and how they affect the lives of individuals. In the course, we will discuss the issues of society, culture, class, gender, aging, ethnicity and race, globalization as well as media and technology within the context of contemporary societies. The ultimate goal of the course is to help students read and think critically about social issues. |
| Learning Outcomes | After successful completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Understand the basic definitions and key concepts of social sciences 2. Analyze various social phenomena through the lens of different theoretical perspectives 3. Demonstrate an understanding of how social stratification, race, ethnicity and gender operate within societies 4. Understand and apply sociological concepts to personal, social, and political issues 5. Apply critical thinking skills by challenging common assumptions in the societies 6. Describe how the tools of analysis and methods of social sciences are applicable to work in different communities |
| References | Introduction to Sociology 2e. (2015) Openstax. Rice University (free online) Introduction to Sociology 2e - OpenStax Durham, M.G., Kellner, D.M. (2005). Media and Cultural Studies: Keywords. Blackwell. Giddens, A., Sutton, P.W. (2021). Essential Concepts in Sociology, Third Edition. Polity. |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Participation, Homework assessments, Presentations |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|-------------------------------|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 103 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face | Face to face and distance learning when required | | | | | | |

| | |
|---|---|
| to face, distance learning) | |
| Learning and teaching strategies | Lecture, class discussion |
| Instructor (s) | |
| Course objective | This course will familiarize students with basic concepts of social sciences. |
| Learning outcomes | After successful completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Understand the basic definitions and key concepts of social sciences 2. Analyze various social phenomena through the lens of different theoretical perspectives 3. Demonstrate an understanding of how social stratification, race, ethnicity and gender operate within societies 4. Understand and apply social science concepts to personal, social, and political issues 5. Apply critical thinking skills by challenging common assumptions in the societies 6. Describe how the tools of analysis and methods of social sciences are applicable to work in different communities |
| Course Content | This course analyzes how social structures and cultures are shaped, maintained and transformed, and how they affect the lives of individuals. In the course, we will discuss the issues of society, culture, class, gender, aging, ethnicity and race, globalization as well as media and technology within the context of contemporary societies. The ultimate goal of the course is to help students read and think critically about social issues. |
| References | Introduction to Sociology 2e. (2015) Openstax. Rice University (free online) Introduction to Sociology 2e - OpenStax Durham, M.G., Kellner, D.M. (2005). Media and Cultural Studies: Keyworks. Blackwell. Giddens, A., Sutton, P.W. (2021). Essential Concepts in Sociology, Third Edition. Polity. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--------------------------------------|
| 1. Week | Introduction: Social Sciences |
| 2. Week | Culture |
| 3. Week | Society and Socialization |
| 4. Week | Media and Technology |
| 5. Week | Social Stratification and Inequality |
| 6. Week | Class and Economy |
| 7. Week | Consumption |

| | |
|-----------------|--|
| 8. Week | Mid-term |
| 9. Week | Race and Ethnicity |
| 10. Week | Gender |
| 11. Week | Religion and Modernity |
| 12. Week | Migration and Globalization |
| 13. Week | Environment, Climate Crisis, and Society |
| 14. Week | Social Movements and Resistance |
| 15. Week | Aging, Demography, and Generations |
| 16. Week | Final projects |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | % |
| Homework Assessment | 0 | %0 |
| Presentation | 1 | %10 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %60 |
| Total | 4 | %100 |
| Contribution of semester works to success points | | % |
| Contribution of final exam to success points | | % |
| Total | | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 2 | 28 |

| | | | |
|------------------------------------|----|----|-----|
| Presentation / Seminar Preparation | 1 | 10 | 10 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 30 | 30 |
| Final Exam (Study duration) | 1 | 40 | 40 |
| Total Workload | 34 | 65 | 150 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | X | | | |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | X | | | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | X | |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | X | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | X | | | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | X | | | | |
| 11. Students use technical equipment and informatics technologies for both | X | | | | |

| | | | | | |
|---|---|---|---|---|--|
| traditional and new media in an effective and creative way | | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | | X | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
VISUAL DESIGN-1

| | |
|---|--|
| Course Name | Visual Design-1 |
| Course Type | Required |
| Code | FAD 107 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Autumn |
| Course Content | <p>This course is intended to introduce undergraduate students from all disciplines to the basic principles of visual communication and graphic design. By completing numerous short exercises you will build your visual vocabulary and develop a toolbox of skills and techniques for communicating visually.</p> <p>In addition, you will review and provide feedback to your classmates about their work, and you will document your progress throughout the course using an ePortfolio. The feedback and personal reflection are key components of the course as we all work collaboratively to understand how visual communication functions in the digital age, and how we can all become more fluent at analyzing, interpreting and creating images and graphics that communicate effectively.</p> |
| Learning Outcomes | <p>After successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the scope of visual communication. 2. defines visual communication in the communication process. 3. Describes how to visual communication of meaning and signification. 4. Knows the process of visual communication design. 5. apply the process of visual designing 6. Knows the process of social media visual concepts 7. make graphic designing practices. |
| References | <p><i>Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the Ankara Science Library</i></p> <p>. Lester, P. M. (2014). <i>Visual Communication: Images with Messages</i> (6th ed.). Boston, MA: Wadsworth Cengage Learning.</p> <p>. Long, B. (2015). <i>Complete digital photography</i> (8th ed.). Boston, MA: Cengage Learning PTR.</p> <p>. Osgood, R., & Hinshaw, M. (2014). <i>Visual storytelling: Videography and post production in the digital age</i> (2nd ed.). Boston, MA: Wadsworth Cengage Learning.</p> |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | FAD 107 | Autumn | 0 | 0 | 3 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, laboratory | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | The aim of the course is to develop a design project by using visual communication design tools. A design problem or a need is determined and analyzed. The methods and outputs of the project are determined. The final goal is to realize and present the project to an audience. | | | | | | |
| Learning outcomes | After successful completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Strategically apply visual communication design concepts and techniques. 2. Demonstrate competency and creative ability operating design software. 3. Produce creative design solutions for specific cultural and technical contexts. 4. Conduct research into design artefacts and processes, and apply findings to creative production. 5. Substantiate design outcomes with research and rationale. | | | | | | |
| Course Content | Visual Understanding – the physiology and psychology of vision Graphic Design -using design elements and principles to create meaning Analogy-Metaphor-Symbolism-Iconography – tapping into prior knowledge Semiotics – the cultural creation of meaning Visual Arts Timeline – exploring art as a progression of ideas and reactions The Photographic Truth – a close look at mediated reality Rip, Mix, Burn – remix culture, appropriation and intellectual property Going Viral– visual communication in the age of social media, crowdsourcing & citizen journalism | | | | | | |
| Mode of Delivery | Face to face and distance learning when required | | | | | | |
| References | . Lester, P. M. (2014). <i>Visual Communication: Images with Messages</i> (6th ed.). Boston, MA: Wadsworth Cengage Learning. . Long, B. (2015). <i>Complete digital photography</i> (8 th ed.). Boston, MA: Cengage Learning PTR. . Osgood, R., & Hinshaw, M. (2014). <i>Visual storytelling: Videography and post production in the digital age</i> (2 nd ed.). Boston, MA: Wadsworth Cengage Learning. | | | | | | |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1.Week | Introduction – Course Overview |
| 2.Week | History & Development of Visuals |
| 3.Week | Visual Communication Theories |
| 4.Week | Image, Aesthetics & Culture |
| 5.Week | Cultural influences on visual communication, Stereotypes |
| 6.Week | Discussion on Case Studies |
| 7.Week | Mid-term I |
| 8.Week | Principles of Design & Layout |
| 9.Week | Importance and strategy, Graphic Design |
| 10.Week | Color Theory, Color in digital world |
| 11.Week | Physical and psychological implications of color |
| 12.Week | Basics, rules of use & creative typography |
| 13.Week | Photo/Image/Workshop |
| 14.Week | Assessment the term |
| 15.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|-----------------------|---------------|---------------------|
| Attendance | 14 | %10 |
| Laboratory | 0 | %10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |

| | | |
|--|----|------|
| Mid-term Exams | 1 | %20 |
| Final Exam | 1 | %60 |
| Total | 17 | %100 |
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 12 | 3 | 36 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 42 | 54 | 165 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
MEDIA PRODUCTION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|------------------------|-----------------------------|----------------------------|--------------------|------|
| Media Production | FAD 105 | Fall | 2 | 2 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Core | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | Lectures and readings provide a foundational understanding of media theory and history, while technical workshops offer practical training in using cameras, lighting, sound equipment, and editing software. Project-based learning, including individual and group projects, allows students to apply their skills creatively. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <p>Develop Technical Proficiency</p> <p>Master the use of media production tools and equipment, including cameras, lighting, sound recording devices, and editing software.</p> <p>Foster creativity and originality in conceptualizing, planning, and producing media content.</p> <p>Gain a thorough understanding of the theoretical frameworks and historical contexts that shape media production and its evolution.</p> <p>Develop strong storytelling techniques to effectively communicate messages through various media formats.</p> <p>Encourage critical analysis of media texts and production practices, understanding their impact on audiences and society.</p> <p>Learn to manage media projects from inception to completion, including planning, scheduling, budgeting, and team coordination.</p> | | | | | | |
| Learning outcomes | <p>Demonstrate proficiency in operating cameras, lighting equipment, and audio recording devices.</p> <p>Edit video and audio content using industry-standard software.</p> <p>Conceptualize and develop original media projects, including films, videos, and multimedia content.</p> <p>Apply storytelling techniques to create engaging and coherent narratives.</p> <p>Analyze and critique media texts using theoretical frameworks and historical context. Discuss the evolution of media production and its influence on contemporary practices. Plan, organize, and execute media production projects from pre-production to post-production.</p> <p>Manage project logistics, including scheduling, budgeting, and resource allocation. Work effectively in teams, demonstrating strong communication and interpersonal skills.</p> <p>Resolve conflicts and make collaborative decisions during the production process.</p> <p>Evaluate the social, cultural, and ethical implications of media productions.</p> <p>Develop critical perspectives on media representation and audience impact. Adapt to new technologies and methodologies in media production.</p> <p>Experiment with innovative techniques and creative solutions in media projects.</p> | | | | | | |
| Course Content | This course includes an introduction to media theory and history, technical training in camera operation, lighting, sound recording, and editing software, as well as practical workshops and hands-on projects. Students engage in project-based learning, developing individual and group media productions while receiving critiques and feedback. The curriculum also covers storytelling techniques, project management, and the ethical considerations of media production. Additionally, | | | | | | |

| | |
|-------------------|---|
| | students gain exposure to industry standards and trends through guest lectures, field trips, and networking opportunities, culminating in the creation of a professional portfolio showcasing their work. |
| References | <p>Cinematography: Theory and Practice: Image Making for Cinematographers and Directors" by Blain Brown: A comprehensive resource on the technical and artistic aspects of cinematography.</p> <p>Producing and Directing the Short Film and Video" by Peter W. Rea and David K. Irving: This book covers the process of producing and directing short films and videos, including planning, shooting, and editing.</p> <p>"Sound for Film and Television" by Tomlinson Holman: An essential guide to sound design and audio production in film and television.</p> <p>Adobe Creative Cloud Tutorials: Tutorials and guides for using Adobe's suite of production tools, including Premiere Pro, After Effects, and Audition.</p> <p>DaVinci Resolve Tutorials: Training resources for Blackmagic Design's editing, color correction, and audio post-production software.</p> |

Topics

| Weeks | Topics |
|----------------|--|
| 1. Week | Introduction to Media Production and New Media Overview of Media Production and New Media Trends Equipment Orientation and Basic Camera Operation Read "The Filmmaker's Handbook" (Chapter 1) |
| 2. Week | Fundamentals of Cinematography Cinematography Basics – Composition and Framing Camera Shots and Movements Analyze a Social Media Video (focus on cinematography) |
| 3. Week | Lighting Techniques Principles of Lighting – Key, Fill, and Back Lighting Hands-On Lighting Workshop Lighting Exercise (lighting a scene with different moods) |
| 4. Week | Sound Design and Recording Introduction to Sound Recording and Design Recording Dialogue and Ambient Sound Sound Recording Project (record and edit a soundscape) |
| 5. Week | Introduction to Editing Basics of Video Editing – Continuity and Montage Editing Workshop using Adobe Premiere Pro Edit a Short Sequence (footage provided) |
| 6. Week | Storytelling and Scriptwriting Narrative Structure and Scriptwriting Fundamentals Scriptwriting Workshop Write a Short Script for new media and cinema, discuss the differences (2-3 pages) |
| 7. Week | Pre-Production Planning Pre-Production Essentials – Budgeting, Scheduling, and Storyboarding Create a Storyboard for Your Script Pre-Production Plan for Final Project |

| | |
|-----------------|--|
| 8. Week | Mid--term week |
| 9. Week | Video Production for Social Media Characteristics of Successful Social Media Videos Filming a Short Social Media Video Film and Edit a Social Media Video (group project) |
| 10. Week | Advanced Cinematography for Digital Platforms Advanced Techniques – Camera Lenses and Filters Experimenting with Different Lenses and Filters Cinematography Exercise (shoot a scene with varying techniques) |
| 11. Week | Post-Production Techniques Advanced Editing Techniques – Color Grading and Special Effects Color Grading Workshop Color Grade Your Edited Sequence |
| 12. Week | New Media Distribution and Marketing Strategies for Distributing and Marketing Videos on Social Media Creating a Social Media Marketing Plan Develop a Distribution Strategy for Final Project |
| 13. Week | General Review and screening examples : new media and cinema |
| 14. Week | Final Presentations and Critique Final Project Presentations and Peer Critiques Submit Final Project and Reflective Essay |

Assesment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %0 |
| Laboratory | 0 | %0 |
| Application | 6 | %5 |
| Fieldwork | 0 | %0 |
| Practice | 5 | %0 |
| Homework Assessment | 3 | %15 |
| Presentation | 1 | %0 |
| Project | 0 | %50 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 0 | %0 |
| Total | 30 | %100 |
| Contribution of semester Works to success points | 30 | %100 |
| Contribution of final exam to success points | | %0 |
| Total | | %100 |

Workload And Ects Calculation

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |

| | | | |
|--|------|----|-----|
| Laboratory | | | |
| Application | 4 | 5 | 20 |
| Specific practical training | 8 | 1 | 8 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect.) | | | |
| Presentation / Seminar Preparation | 5 | 5 | 25 |
| Project | | | |
| Homework assignment | 6 | 5 | 30 |
| Midterms (Study duration) | 1 | 20 | 25 |
| Final Exam (Study duration) | 0 | 0 | 0 |
| Total Workload | 2970 | | 150 |

The Course Learning Outcomes- Program Outcomes Matrix

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Show proficiency in at least two disciplinary areas as part of a filmmaking team, including: producing/production, management, screenwriting, directing, camera and lighting, editing, audio, art direction, set design, special effects and television studio production. | | | X | | |
| Develop your creativity and analytical skills by identifying quality story concepts and creating script breakdowns/analyses from at least two disciplinary perspectives. | X | | | | |
| Work collaboratively with a team to translate a prepared script into a coherent dramatic film, documentary or television production, following industry practice. | | | | X | |
| Develop an understanding of the industry as a whole by executing all components of development, preproduction, production and post-production planning in at least two disciplinary areas. | | | | X | |
| Apply what you learn and prepare for employment by | | | | | X |

| | | | | | |
|---|--|---|---|---|---|
| creating a portfolio or demo reel. | | | | | |
| Develop critical thinking and self-awareness by evaluating a variety of theories and approaches to film analysis. | | | | | X |
| Contextualize the social, political, cultural, technological and/or artistic influences upon film and television stories. | | | X | | |
| Assess the relationships between film history, film styles and film aesthetics in order to identify and predict industry trends. | | | X | | |
| Develop communication skills through presentation of film themes and aesthetics in essays and in class discussions. | | | | X | |
| Learn and live industry practices by identifying the stakeholders and various markets within the film, broadcast and related media industries as well as complying with legal and ethical standards related to the film and broadcast industries. | | X | | | |
| Learn and follow industry process: pitch story concepts with clarity, develop financial and marketing plans, identify sources of financing, and assess copyright and intellectual property issues. | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER II

| | |
|----------------|---|
| HIS 102 | Principles Atatürk and History of Revolution II |
| TUR 102 | Turkish II |
| ENG 102 | Academic English II |
| FAD 104 | Introduction to Photography |
| FAD 106 | Introduction to Media Studies |
| FAD 108 | Visual Design- II |
| FAD 110 | Film History and Culture |

COURSE SYLLABUS INTRODUCTION TO PHOTOGRAPHY

| | |
|---|--|
| Course Name | Introduction to Photography |
| Course Type | Core |
| Code | FAD 104 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | Photography, composition, cameras, camera parts, reading images, presenting images |
| Learning Outcomes | Upon successful completion of the course, students will be able to; <ul style="list-style-type: none"> - discover new ways of finding and developing ideas for new projects - demonstrate the fresh methods of concept development in their own stories - identify the design problems - present their thoughts in an understandable format - develop a simple thought into an art/design project |
| References | Langford, M., Fox, A. & Smith, R. (2010). Langford's basic photography: the guide for serious photographers. Amsterdam Boston: Focal Press/Elsevier. |
| Learning and teaching strategies | Lecturing, discussion, application |
| Evaluation | Participation in class discussions and submissions 10%, mid-term 30% and assignments 60% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|------------------------------------|---------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Introduction to Photography | FAD 104 | Spring | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |

| | |
|--|--|
| Course Language | English |
| Course Type | Core |
| Mode of Delivery (face to face,distance learning) | Face to face |
| Learning and teaching strategies | Lecturing, discussion, application |
| Instructor (s) | |
| Course objective | This course is designed to introduce students to the equipment and application of the photography. Students will be introduced to the basics of photography equipment, learn about composition, light and other visual elements during this course. |
| Learning outcomes | Upon successful completion of the course, students will be able to; <ul style="list-style-type: none"> - explain the basic terms and concepts of photography - recognize the machine structure and equipment - analyze the relationship between exposure variables and the effects of these variables on photographic images - distinguish different lenses and their uses - identify the elements of the composition. - differentiate film and digital photography - demonstrate the use of composition elements |
| Course Content | Photography, composition, cameras, camera parts, reading images, presenting images |
| Mode of Delivery | In class / Hybrid |
| References | Langford, M., Fox, A. & Smith, R. (2010). Langford's basic photography: the guide for serious photographers. Amsterdam Boston: Focal Press/Elsevier. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|---------------|--|
| 1.Week | Introduction |
| 2.Week | History of photography and significant photographers |
| 3.Week | Camera types and formats |
| 4.Week | Exposure/light |
| 5.Week | Lenses |
| 6.Week | Parts of lenses and special lenses |
| 7.Week | Film formats |
| 8.Week | Mid- term exam |
| 9.Week | Lighting for photography |

| | |
|----------------|-------------------------------------|
| 10.Week | Composition |
| 11.Week | Analogue cameras |
| 12.Week | Digital cameras |
| 13.Week | Film processing |
| 14.Week | Digital image processing |
| 15.Week | Photography presentation methods |
| 16.Week | Final Exam-Assignment presentations |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | %0 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 1 | %10 |
| Presentation | 1 | %10 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %50 |
| Total | 18 | %100 |
| Contribution of semester Works to success points | | %50 |
| Contribution of final exam to success points | | %50 |
| Total | | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | 0 | 0 | 0 |
| Specific practical training | 8 | 1 | 8 |
| Field activities | 1 | 10 | 10 |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 2 | 5 | 10 |
| Presentation / Seminar Preparation | 5 | 5 | 25 |
| Project | | | |

| | | | |
|-----------------------------|----|----|-----|
| Homework assignment | 6 | 5 | 30 |
| Midterms (Study duration) | 1 | 20 | 25 |
| Final Exam (Study duration) | 1 | 30 | 30 |
| Total Workload | 29 | 70 | 150 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
INTRODUCTION TO MEDIA STUDIES

| | |
|---|--|
| Course Name | Introduction to Media Studies |
| Course Type | Required |
| Code | FAD 106 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | Introduction to Media Studies is designed to provide students with a foundational understanding of the theories, concepts, and approaches used in the analysis of media. Through examining various forms of media including print, broadcast, digital, and social media, students will explore the role of media in shaping society, culture, and individual perspectives. The course will also focus on developing critical thinking skills necessary for analyzing media messages and understanding the complex relationship between media, technology, and society. |
| Learning Outcomes | Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of key concepts, theories, and historical developments in media studies. 2. Apply critical thinking skills to analyze and evaluate media content, identifying biases and underlying ideologies. 3. Utilize methods such as semiotics and textual analysis to deconstruct media narratives. 4. Navigate the media landscape critically, assessing credibility and recognizing misinformation. 5. Explore media's impact on society, culture, and individual behavior. 6. Understand globalization's effects on media industries and cultural exchange. 7. Engage with ethical considerations in media production, distribution, and consumption. |
| References | Burton, Graeme. (2010). <i>Media and Society Critical Perspective</i> 2nd ed. Berkshire: Open University Press, 2010. Print. Burton, G. (2002). <i>More than Meets the Eye: An Introduction to Media Studies</i> . Bainbridge, Jason & Goc, Nicola & Tynan, Liz. (2015). <i>Media and journalism: new approaches to theory and practice</i> / Jason Bainbridge, Nicola Goc and Liz Tynan. South Melbourne, Victoria: Oxford University Press. Deuze, Mark. (2023). <i>Media Life</i> . The MIT Press. |
| Learning and teaching strategies | Lecture Class discussion |

| | |
|------------------------|---|
| Evaluation | Exams, Presentation, Homework and Participation |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | NMC 204 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, class discussion | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of the theories, concepts, and historical developments in media studies. 2. To develop students' critical thinking skills necessary for analyzing and evaluating media content, including identifying biases and underlying ideologies. To familiarize students with various methods and approaches used in media analysis, such as semiotics and textual analysis. 3. To enhance students' media literacy skills, enabling them to navigate the media landscape critically and discerningly. 4. To examine the influence of media on society, culture, and individual behavior, including the role of media in shaping identity and perception. 5. To explore the global dimensions of media, including the impact of globalization on media industries and cultural exchange. | | | | | | |
| Learning outcomes | <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of key concepts, theories, and historical developments in media studies. 2. Apply critical thinking skills to analyze and evaluate media content, identifying biases and underlying ideologies. 3. Utilize methods such as semiotics and textual analysis to deconstruct media narratives. 4. Navigate the media landscape critically, assessing credibility and recognizing misinformation. 5. Explore media's impact on society, culture, and individual behavior. 6. Understand globalization's effects on media industries and cultural exchange. 7. Engage with ethical considerations in media production, distribution, and consumption. | | | | | | |
| Course Content | Introduction to Media Studies is designed to provide students with a foundational understanding of the theories, concepts, and approaches used in the analysis of media. Through examining various forms of media including print, broadcast, digital, and social media, students will explore the role of media in shaping society, culture, and individual | | | | | | |

| | |
|-------------------------|---|
| | perspectives. The course will also focus on developing critical thinking skills necessary for analyzing media messages and understanding the complex relationship between media, technology, and society. |
| Mode of Delivery | Face to face and distance learning when required |
| References | <p>Burton, Graeme. (2010). Media and Society Critical Perspective 2nd ed. Berkshire: Open University Press, 2010. Print.</p> <p>Burton, G. (2002). More than Meets the Eye: An Introduction to Media Studies.</p> <p>Bainbridge, Jason & Goc, Nicola & Tynan, Liz. (2015). Media and journalism: new approaches to theory and practice / Jason Bainbridge, Nicola Goc and Liz Tynan. South Melbourne, Victoria: Oxford University Press.</p> <p>Deuze, Mark. (2023). Media Life. The MIT Press.</p> |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---|
| 1.Week | Introduction & Syllabus overview; Why study the media? |
| 2.Week | A basis for media studies: Key words; How to study the media? |
| 3.Week | Media Institutions |
| 4.Week | Media Text |
| 5.Week | Audience and Effects |
| 6.Week | Representation |
| 7.Week | Mid-term |
| 8.Week | Media and Violence |
| 9.Week | Media and Gender |
| 10.Week | Approaches to Film |
| 11.Week | News |
| 12.Week | Advertising |
| 13.Week | Popular music |
| 14.Week | The Media and New Technologies |

| | |
|----------------|-----------------------------|
| 15.Week | Globalization and The Media |
| 16.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Participation | 14 | %5 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %10 |
| Presentation | 1 | %5 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %50 |
| Total | 5 | %100 |
| Contribution of semester works to success points | 3 | %45 |
| Contribution of final exam to success points | 2 | %55 |
| Total | 5 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 5 | 5 |
| Project | | | |
| Homework assignment | 2 | 15 | 30 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 34 | 71 | 159 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|----------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, | | | | | X |

| | | | | | |
|---|---|---|---|--|---|
| communication and new media studies | | | | | |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | X | | | |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | X | | | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | X | | | |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | X | | | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | X | | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | X | | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | X | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private | | | X | | |

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|--|--|--|--|---|--|
| sector institutions and civil society organizations | | | | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
VISUAL DESIGN II

| Course Name | Code | Semester | Theory (hrs/week) | Application (hrs/week) | Laboratory (hrs/week) | National Credit | ECTS |
|---|--|----------|-------------------|------------------------|-----------------------|-----------------|------|
| Visual Design II | FAD 108 | SPRING | 2 | 2 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Compulsory | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | This course will combine lectures, discussions, workshops, individual and collaborative projects, software demonstrations, and presentations. Active participation, engagement, and a willingness to experiment are highly encouraged. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <p>This course provides an introduction to the fundamental principles and elements of visual design. Students will explore the basic concepts of design, including composition, color theory, typography, and imagery. Through hands-on projects and critical analysis, students will develop a foundational understanding of visual design and its applications in various contexts. Students will expand their skillset in industry-standard software; Adobe Illustrator, while exploring animation basics in Adobe After Effects and Premiere Pro.</p> <p>Through lectures, workshops, and individual projects, students will gain the practical skills and theoretical knowledge to create compelling visual communication solutions.</p> | | | | | | |
| Learning outcomes | <p>As part of their learning in this course, students will:</p> <ul style="list-style-type: none"> • Refine understanding and application of fundamental design principles. • Master Gestalt principles for effective visual communication. • Expand knowledge of color theory and apply it confidently in design projects. • Develop advanced typography skills for impactful visual communication. • Learn basic drawing techniques using Adobe Illustrator. • Explore fundamental animation concepts and techniques in Adobe After Effects and Premiere Pro. • Develop creative problem-solving skills and apply them to visual design challenges. • Effectively communicate design concepts through presentations and critiques. | | | | | | |
| Course content | Introduction to Basic Design. Composition Principles. Abstraction, Representation and Composition. Two and Three-dimensional Design Exercises with Artificial Intelligence Applications. Problem Solving Processes. Analytical Thinking. Creative Thinking. | | | | | | |
| References | <ul style="list-style-type: none"> • Campbell, C. (2022). <i>AI by design: A plan for living with artificial intelligence</i>. Chapman and Hall/CRC. • Gero, J. S., & Sudweeks, F. (Eds.). (2012). <i>Artificial Intelligence in Design '96</i>. Springer Science & Business Media. • Hermans, K. (2023) <i>Designing and building AI products and services</i>. Cybellium Ltd. • Verganti, R., Vendraminelli, L., & Iansiti, M. (2020). Innovation and design in the age of artificial intelligence. <i>Journal of Product Innovation Management</i>, 37(3), 212-227. | | | | | | |
| COURSE WEEKLY SCHEDULE | | | | | | | |
| Weeks | Subjects | | | | | | |

| | |
|-----------------|--|
| 1. Week | <p>Introduction to visual design: Historical perspectives on visual design Introduction to design software and tools Module 1: Refining Design Principles & Gestalt Theory Overview of visual design principles and elements</p> |
| 2. Week | <p>Module 1: Refining Design Principles & Gestalt Theory Seeing and visual perception Review and application of design principles (balance, contrast, emphasis, hierarchy, rhythm, unity) In-depth exploration of Gestalt principles and their impact on visual perception</p> |
| 3. Week | <p>Module 2: Advanced Color Theory (Weeks 3-4) Color psychology and cultural and emotional impact Color harmonies and advanced color schemes: Understanding the color wheel Applying color theory effectively in design projects</p> |
| 4. Week | <p>Module 3: Composition and Layout Principles of composition Layout design and grid systems Visual hierarchy and focal points</p> |
| 5. Week | <p>Module 4: Typography Mastery (Weeks 5-6) Typography fundamentals (anatomy of type, classification, terminology) Choosing appropriate fonts for different purposes Typography hierarchy and effective layout techniques Creating visually compelling typographic compositions</p> |
| 6. Week | <p>Module 4: Typography Mastery (Weeks 5-6) Typography fundamentals (anatomy of type, classification, terminology) Choosing appropriate fonts for different purposes Typography hierarchy and effective layout techniques Creating visually compelling typographic compositions</p> |
| 7. Week | <p>Module 5: Drawing Basics in Adobe Illustrator (Weeks 7-9) Introduction to the Illustrator interface and basic tools Mastering vector drawing techniques (paths, shapes, pen tool)</p> |
| 8. Week | <p>In-class applications of learnt contents as mid-term</p> |
| 9. Week | <p>Module 5: Drawing Basics in Adobe Illustrator (Weeks 7-9) Creating illustrations and design elements using Illustrator Exploring drawing exercises and assignments</p> |
| 10. Week | <p>Module 6: Animation Basics in After Effects & Premiere Pro (Weeks 10-13) Introduction to animation principles (timing, spacing, anticipation, follow-through)</p> |
| 11. Week | <p>Module 6: Animation Basics in After Effects & Premiere Pro (Weeks 10-13) Exploring basic animation techniques in After Effects (keyframes, interpolation, easing)</p> |
| 12. Week | <p>Module 6: Animation Basics in After Effects & Premiere Pro (Weeks 10-13) Editing and compositing animation elements in Premiere Pro</p> |
| 13. Week | <p>Module 6: Animation Basics in After Effects & Premiere Pro (Weeks 10-13) Creating short animated sequences or motion graphics projects</p> |
| 14. Week | <p>Module 7: Project Development & Portfolio Building (Weeks 14-15) Develop a comprehensive visual design project applying learned skills and software Refine and finalize project based on feedback and critiques Prepare a professional portfolio showcasing design work and skills</p> |

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|--|---|------------------------|-------------------------|
| 15. Week | Module 7: Project Development & Portfolio Building (Weeks 14-15) Develop a comprehensive visual design project applying learned skills and software Refine and finalize project based on feedback and critiques Prepare a professional portfolio showcasing design work and skills | | |
| 16. Week | Final Presentations of the projects | | |
| ASSESSMENT METHOD | | | |
| Semester Works | | Number | Contribution (%) |
| Attendance | | 14 | 10 |
| Laboratory | | 0 | 0 |
| Application | | 1 | 20 |
| Fieldwork | | 0 | 0 |
| Practice | | 10 | 10 |
| Homework Assessment | | 5 | 20 |
| Presentation | | 0 | 0 |
| Project | | 1 | 40 |
| Seminar | | 0 | 0 |
| Mid-term Exams | | 0 | 0 |
| Final Exam | | 0 | 0 |
| Total | | 30 | 100 |
| Contribution of Semester Works to Success Points | | 30 | 100 |
| Contribution of Final Project to Success Points | | | 0 |
| Total | | 30 | 100 |
| WORKLOAD AND ECTS CALCULATION | | | |
| Activities | Number | Duration (hour) | Total Work |
| Course Duration (x14) | 14 | 4 | 56 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | 14 | 2 | 28 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 10 | 2 | 20 |
| Presentation / Seminar Preparation | 2 | 8 | 16 |
| Project | 1 | 20 | 20 |
| Homework assignment | 5 | 3 | 15 |
| Midterms (Study duration) | | | |
| Final Exam (Study duration) | | | |
| Total Workload | 46 | 39 | 155 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|----------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to | | | | | |

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|---|--|--|--|--|---|
| develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | X |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
FILM HISTORY AND CULTURE

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Film History and Culture | FAD 110 | Spring | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Compulsory | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | Lecture, in-class discussion, writing. | | | | | | |
| Instructor(s) | - | | | | | | |
| Course objective | To help students understand the key debates and methodological approaches in film studies | | | | | | |
| Learning outcomes | After taking this course students will be able to; learn the main concepts in film studies. understand film studies as part of the broader context of visual studies. recognize the interdisciplinary nature of film studies. learn the methodological approaches in film analysis. discuss the meaning and value of films from a scholarly perspective. exhibit confidence in critical thinking and academic writing. | | | | | | |
| Course Content | This course will explore the key concepts that allow us to study the sophisticated relationship between film and culture. Closely examining specific film(s) each week, the course demonstrates the application of diverse theoretical debates into film analysis. The main aim o the course is to provide students with new ways of seeing movies by using appropriate conceptual tools and critical approaches. | | | | | | |
| References | Marita Sturken & Lisa Cartwright, Practices of Looking: An Introduction to Visual Culture Oxford: Oxford University Press, 2001 Hayward, Susan, Cinema Studies: The Key Concepts, London: Routledge, 2000 | | | | | | |

Course Weekly Schedule

| Weeks | Subjects / Readings |
|----------------|--|
| 1. Week | The Arrival of the Digital Times Pleasantville (1998) Dickinson, G. (2006). The Pleasantville effect: Nostalgia and the visual framing of (white) suburbia. <i>Western Journal of Communication</i> , 70(3), 212-233. |
| 2. Week | Digital Age and Identity Matrix (1999) / Fight Club (1999) Allen, R. L. (2002). Wake up Neo: White identity, hegemony, and Consciousness in “The Matrix”. <i>Counterpoints</i> , 209, 104-125. |

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|-----------------|---|
| 3. Week | Youth Films – Coming of Age Stories Frances Ha (2012) / Lady Bird (2017) Schadewaldt, A. M. (2019). “I’m Not a Real Person Yet”: Queering Coming of Age in Frances Ha. <i>Aspeers</i> , (12), 97-116. |
| 4. Week | Postmoder Biopic I, Tonya (2017) Korzeniewska-Nowakowska, P. (2021). American Poverty and Social Rejection in Craig Gillespie’s I, Tonya. <i>European Journal of Life Writing</i> , 10, WLS64-WLS76. |
| 5. Week | Transnational and Diaspora Films Incendies (2010) Lisondo, A. B. D. D. (2015). The power of the truth: Secrets, lies, bleeding trauma in the film Incendies (2010), by Denis Villeneuve. <i>Ide</i> , 38(60), 67-82. |
| 6. Week | Animation as Blockbuster WALL·E (2008) / Moana (2016) Ramadhan, Y. Z. (2019). Gender stereotypes in Moana (2016): A film analysis of the main character. <i>Passage</i> , 7(1), 140-162. |
| 7. Week | Animated Art Persepolis (2007) / Isle of Dogs (2018) / Waltz with Bashir (2008) Anselmi, W., & Wilson, S. (2015). “Technologies of Memory, Identity, and Oblivion in Persepolis (2007) and Waltz with Bashir (2008)”. <i>Familiar and Foreign: Identity in Iranian Film and Literature</i> , 233-260. |
| 8. Week | New Cinematic Perspectives on Class and Social Change Parasite (2019) Sihombing, L. H., & Sinaga, A. A. (2021). REPRESENTATION OF SOCIAL CLASS IN PARASITE MOVIE. <i>Lire Journal (Journal of Linguistics and Literature)</i> , 5(1), 69-80. |
| 9. Week | Dramedy and Cultural Change In Between – Bar Bahar (2016) / Caramel – Sukkar Banat (2007) Haidar, C. (2011). An Investigation into the Meaning of Locally Produced Entertainment Media to Lebanese Women. |
| 10. Week | New Melodrama and Art Three Monkeys (2008) Hammond, C. A. (2018). Three Monkeys (2008): oblivion, anamnesis and the latent spectrality of hope. <i>Culture and Religion</i> , 19(4), 376-393. |
| 11. Week | Science Fiction, Ideology and Political Criticism Snowpiercer (2013) Taylor, B. (2016). The ideological train to globalization: Bong Joon-ho's The Host and Snowpiercer. <i>CineAction</i> , 98(1), 44-48. |
| 12. Week | Musical Film Drama and Nation Cold War (2018) Hess, A., & Najbor, J. (2020). Promotion of Polish Cinema Abroad as an Element of Nation Branding. Case Study of “Cold War”(2018) by Pawel Pawlikowski. <i>Sustainability</i> , 12(14), 5621. |
| 13. Week | Musical Road Film Inside Llewyn Davis (2013) Sticchi, F. (2018). Inside the “Mind” of Llewyn Davis: Embodying a Melancholic Vision of the World. <i>Quarterly Review of Film and Video</i> , 35(2), 137-152. |
| 14. Week | New Age Road Film Lore (2012) Ward, E. M. (2017). Dismantling the Third Reich: in Cate Shortland's Lore (2012). <i>Film & History: An Interdisciplinary Journal</i> , 47(1), 18-27. |

Assesment Method

| Semester Works | Number | Contribution |
|----------------|--------|--------------|
| Attendance | 14 | %20 |
| Laboratory | 0 | %0 |
| Application | 3 | %30 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |

| | | |
|--|----|------|
| Homework Assessment | 0 | %0 |
| Response Papers | 5 | %40 |
| Project (Film Review) | 1 | %10 |
| Seminar | 0 | %0 |
| Mid-term Exams | 0 | %0 |
| Final Exam | 0 | %40 |
| Total | 23 | %100 |
| Contribution of semester Works to success points | 21 | %60 |
| Contribution of final exam to success points | 2 | %40 |
| Total | 21 | %100 |

Workload and ECTS Calculation

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | 3 | 5 | 15 |
| Specific practical training | 3 | 5 | 15 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work reinforcement, etc.) | 14 | 2 | 28 |
| Presentation / Seminar Preparation | | | |
| Project (Film Review) | 1 | 6 | 6 |
| Homework assignment (response papers) | 5 | 3 | 15 |
| Midterms (Study duration) | 1 | 15 | 15 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 42 | 59 | 156 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |

| | | | | | |
|--|--|--|--|--|---|
| 6. By blending theoretical and practical knowledge with problem- solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER III

| | |
|----------------|--------------------------------|
| ENG 201 | Communication Techniques I |
| FAD 205 | Editing and Postproduction |
| FAD 203 | Creative writing |
| NMC 201 | Theories of Mass Communication |
| NMC 203 | Sociology of Communication |
| | Non-departmental Elective-1 |

COURSE SYLLABUS EDITING AND POST PRODUCTION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|----------|------------------------|-----------------------------|----------------------------|--------------------|------|
| Introduction to Editing and Postproduction | FLM 207 | Fall | 2 | 2 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Core | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, application | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | This course aims to teach in the organization and arrangement of visual and auditory materials during post-production processes, several editing techniques, the function of editing in cinema, and particular ways of short film editing both theoretical and practical exercises via Adobe Premiere. | | | | | | |
| Learning outcomes | <p>The students who have succeeded in this course;</p> <p>Students will be able to edit short films, make movie trailers and promotional videos.</p> <p>When using the editing program, students will be able to make the organization and arrangement of visual and auditory materials.</p> <p>Students will learn the particularities of several editing techniques.</p> <p>Students will learn about video and sound editing, time in the film, and the installation of dramatic elements by editing.</p> <p>Materials to be edited by students will be delivered to students via Microsoft OneDrive.</p> <p>It is aimed for students to make projects from these materials.</p> <p>Students will have both theoretical and practical knowledge about editing.</p> <p>Students will basically gain knowledge by understanding the internal logic of other editing programs through Adobe Premiere editing program.</p> <p>Students will learn about the role of the editor (editor in chief) in the film crew and the post-production process, beyond being an editing operator.</p> <p>Students will learn about the dialectic of film editing in a variety of different film genres and develop their practical skills by assignments.</p> <p>Students will acquire knowledge and practices that will contribute to their future projects, along with the skills they have learned in this course.</p> | | | | | | |
| Course Content | Students will have a lecture each week focusing on one aspect of editing, then get lab assignment for that week regarding that lesson which is due the following week. | | | | | | |
| References | Crittenden, R. (2003). Film and video editing. Routledge. | | | | | | |

Course Weekly Schedule

| Weeks | Subjects |
|----------|--|
| 1. Week | Introduction to the Course |
| 2. Week | The definition of 15 fundamental editing techniques. - Lecture. - Discussion. |
| 3. Week | Introduction to basic editing. - Analysis of editing techniques through the movie titled "Hard Eight." |
| 4. Week | Evaluating the function of editing in cinema and editing logic through contemporary examples. |
| 5. Week | Discussing editing steps; Log and Capture, Assembly, Rough Cut, Fine Cut, Final Cut. |
| 6. Week | Analyzing contemporary examples: "Curb Your Enthusiasm" and "Ghost Dog Editing Practice Applying Editing -Techniques to a Fine-cut |
| 7. Week | Cross Cutting / Parallel Editing Practice |
| 8. Week | Screening of the students' projects |
| 9. Week | Editing a selected director's filmography in 30 seconds |
| 10. Week | Following a Script in editing. |
| 11. Week | Introduction to sound editing techniques. -L-cut, overlapping dialogue, and displaced diegetic sound. |
| 12. Week | Introduction to advanced editing techniques. -Motion design. -Basic color correction. |
| 13. Week | General Review Preparation to the Final Project. |
| 14. Week | Screenings of the students' projects |

Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %0 |
| Laboratory | 0 | %0 |
| Application | 6 | %5 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 6 | %60 |
| Presentation | 5 | %5 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 0 | %0 |
| Total | 32 | %100 |
| Contribution of semester Works to success points | 32 | %100 |

| | | |
|--|--|------|
| Contribution of final exam to success points | | %0 |
| Total | | %100 |

Workload And Ects Calculation

| Activities | Number | Duration (hour) | Total Work Load |
|--|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | 4 | 5 | 20 |
| Specific practical training | 8 | 1 | 8 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work reinforcement, ect) | | | |
| Presentation / Seminar Preparation | 5 | 5 | 25 |
| Project | | | |
| Homework assignment | 6 | 5 | 30 |
| Midterms (Study duration) | 1 | 20 | 25 |
| Final Exam (Study duration) | 0 | 0 | 0 |
| Total Workload | 29 | 70 | 150 |

The Course Learning Outcomes- Program Outcomes Matrix

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Show proficiency in at least two disciplinary areas as part of filmmaking team, including producing/production, management, screenwriting directing, camera and lighting editing, audio, art direction, set design, special effects and television studio production. | | | X | | |
| Develop your creativity and analytical skills by identifying quality story concepts and creating script breakdowns/analyses from at least two disciplinary perspectives. | X | | | | |
| Work collaboratively with a team to translate a prepared script into coherent dramatic film documentary or television production, following industry practice. | | | | X | |
| Develop an understanding of the industry as a whole by executing all components of development preproduction, production and post- | | | | X | |

| | | | | | |
|---|--|---|---|---|---|
| production planning in a least two disciplinary areas. | | | | | |
| Apply what you learn and prepare for employment by creating portfolio or demo reel. | | | | | X |
| Develop critical thinking and self awareness by evaluating a variety of theories and approaches to film analysis. | | | | | X |
| Contextualize the social, political cultural, technological and/o artistic influences upon film an television stories. | | | X | | |
| Assess the relationships between film history, film styles and film aesthetics in order to identify an predict industry trends. | | | X | | |
| Develop communication skill through presentation of film themes and aesthetics in essays an in class discussions. | | | | X | |
| Learn and live industry practice by identifying the stakeholders an various markets within the film broadcast and related media industries as well as complying with legal and ethical standard related to the film and broadcast industries. | | X | | | |
| Learn and follow industry process pitch story concepts with clarity develop financial and marketing plans, identify sources of financing and assess copyright and intellectual property issues. | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
CREATIVE WRITING

| | |
|---|---|
| Course Name | Creative Writing |
| Course Type | Required |
| Code | FAD 203 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | Creative writing, emphasis on composing creative nonfiction, fiction, and poetry. In other words, we will study the main genres of creative writing to prepare you for upper level creative writing courses in fiction, creative nonfiction, and poetry. After we go over the genre characteristics and you have read several examples, you will have the opportunity to write an example of that genre. So--you will write a piece of creative nonfiction, a piece of fiction, and two or three poems. |
| Learning Outcomes | After successful completion of the course, the student will be able to: <ul style="list-style-type: none"> • the basic techniques and terminology of fiction writing • the basic techniques and terminology of creative non-fiction writing • the basic techniques and terminology of poetry writing • critical reading skills for critiquing fiction, essays, and poetry, both one's own and peers • a workshop method of critiquing creative writing • the importance of revision within the creative writing process |
| References | Ostrom, Hans, Wendy Bishop, and Katharine Haake. Metro: Journeys in Writing Creatively. New York: Addison-Wesley Educational Publishers, 2001. Print. King, Stephen. On Writing. New York: Pocket Books, 2000. Print. |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 203 | Spring | 0 | 0 | 3 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and | Lecture, laboratory | | | | | | |

| | |
|----------------------------|--|
| teaching strategies | |
| Instructor (s) | |
| Course objective | <p>These objectives will be accomplished and evaluated through the following work:</p> <ul style="list-style-type: none"> • examination of published works • the creation of original poetry • the drafting of a creative non-fiction essay • the drafting of a short story • tests on each genre • your final chapbook, which includes <ul style="list-style-type: none"> ○ revision of your poetry based on workshop critique ○ a revision of the creative non-fiction essay based on workshop critique ○ a revision of the short story based on workshop critique |
| Learning outcomes | <p>Students will:</p> <ul style="list-style-type: none"> • Complete prewriting activities to encourage creative thinking and to inspire writing projects. • Analyze and critique writers' use of literary elements, word choice, style, and content. • Use class writing exercises and the Writer's Notebook to develop their ability to create characters, conflicts, settings, plots, themes, and points of view; to craft language to convey their ideas; to refine their own writing style. • Write original writing pieces inspired by literary models and examples. • Make connections among literature, students' lives, and real world issues. • Complete writing projects, such as short fiction, children's book, poetry collection, digital prose poem, one-act play, film screenplay, and literary magazine. |
| Course Content | <p>The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to maintain Writer's Notebooks that may be developed digitally or in print. Finally, students will design, edit, and contribute writing pieces to Highlands High School's literary magazine, <i>Blueprints</i>.</p> |
| Mode of Delivery | Face to face and distance learning when required |
| References | <p>Ostrom, Hans, Wendy Bishop, and Katharine Haake. <i>Metro: Journeys in Writing Creatively</i>. New York: Addison-Wesley Educational Publishers, 2001. Print.</p> <p>King, Stephen. <i>On Writing</i>. New York: Pocket Books, 2000. Print.</p> |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---|
| 1. Week | Personal Creativity in Writing |
| 2. Week | Various Written Forms and Creative Flow |
| 3. Week | Thoughts of Writing Poetry |

| | |
|-----------------|--|
| 4. Week | Easy Essays for Creative Happiness |
| 5. Week | Stories and Fiction in General |
| 6. Week | Dramatic Forms |
| 7. Week | Mid-term I |
| 8. Week | The Novel Novelist |
| 9. Week | Write What You Know, and Admit You Know Nothing |
| 10. Week | Your Personality as a Writer |
| 11. Week | Creative Writing as Therapy |
| 12. Week | Illusions and False Ideas About Creative Writing |
| 13. Week | Culinary Arts as Allegory for the Writer |
| 14. Week | Writing to Please Others, or Yourself? |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 0 | % 0 |
| Presentation | 0 | % 0 |
| Project | 0 | % 0 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |
| Final Exam | 1 | % 60 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | % 70 |
| Contribution of final exam to success points | 1 | % 30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|-----------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 0 | 0 | 0 |
| Application | | | |
| Specific practical training | 3 | 7 | 21 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 30 | 51 | 150 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
THEORIES OF MASS COMMUNICATION

| | |
|---|--|
| Course Name | Theories of Mass Communication |
| Course Type | Required |
| Code | NMC 201 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | This course introduces students to the foundational theories of mass communication. It aims to provide both a historical understanding of how communication theories emerged and a critical lens to evaluate their relevance today. Students will learn to see theories not as abstract ideas but as responses to the media realities of their times, and will develop the ability to reflect on their applicability in contemporary contexts. |
| Learning Outcomes | By the end of the course, students will be able to: 1. Identify and explain key theories and approaches in mass communication. 2. Understand the historical, social, and cultural contexts in which these theories emerged. 3. Compare different schools of thought (effects, critical, cultural, political economy). 4. Evaluate the strengths and limitations of classical theories in light of contemporary media landscapes. 5. Apply theoretical perspectives to simple media examples, both past and present. 6. Develop the ability to critically reflect on the role of media in society through the lens of theory. |
| References | Paddy Scannell. 2007. <i>Media and Communication</i> , Sage: London Dan Laughey, 2007. <i>Key Themes in Media Theory</i> , Open University Press: London |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Participation and Homeworks |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | NMC 201 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, class discussion | | | | | | |

| | |
|--------------------------|--|
| Instructor (s) | |
| Course objective | This course aims to provide a thorough and critical introduction to the key sociological arguments on media and communication. |
| Learning outcomes | By the end of the course, students will be able to: 1. Identify and explain key theories and approaches in mass communication. 2. Understand the historical, social, and cultural contexts in which these theories emerged. 3. Compare different schools of thought (effects, critical, cultural, political economy). 4. Evaluate the strengths and limitations of classical theories in light of contemporary media landscapes. 5. Apply theoretical perspectives to simple media examples, both past and present. 6. Develop the ability to critically reflect on the role of media in society through the lens of theory. |
| Course Content | This course introduces students to the foundational theories of mass communication. It aims to provide both a historical understanding of how communication theories emerged and a critical lens to evaluate their relevance today. Students will learn to see theories not as abstract ideas but as responses to the media realities of their times, and will develop the ability to reflect on their applicability in contemporary contexts. |
| References | Paddy Scannell. 2007. <i>Media and Communication</i> , Sage: London Dan Laughey, 2007. <i>Key Themes in Media Theory</i> , Open University Press: London |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|--|
| 1. Week | Introduction: Why Study Communication Theories? <i>What is a theory? Why do theories matter for understanding media and society?</i> |
| 2. Week | Mass, Mass Communication, and Mass Communication Theories |
| 3. Week | Early American Communication Research I: The Chicago School |
| 4. Week | Early American Communication Research II: The Strong Effects Paradigm |
| 5. Week | From Limited Effects to Strong Effects |
| 6. Week | Critical Communication Theories I: The Frankfurt School and Critical Theory |
| 7. Week | Critical Communication Theories I: The Frankfurt School and Critical Theory |
| 8. Week | Midterm |
| 9. Week | Critical Communication Theories II: British Cultural Studies |
| 10. Week | The Political Economy of Communication |
| 11. Week | Feminist Media Theories: <i>Mulvey's male gaze; gender and representation.</i> |
| 12. Week | Postcolonial Perspectives: <i>Global media, Orientalism (Said), voices from the Global South.</i> |
| 13. Week | Technological Paradigms |

| | |
|-----------------|---|
| 14. Week | Algorithms and beyond |
| 15. Week | Contemporary Relevance of Classical Theories: <i>Revisiting earlier theories in the age of digital and social media</i> |
| 16. Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 0 | %0 |
| Laboratory | 0 | %0 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 13 | %10 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %40 |
| Final Exam | 1 | %50 |
| Total | 14 | %100 |
| Contribution of semester works to success points | | |
| Contribution of final exam to success points | | |
| Total | | |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 2 | 28 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 13 | 1 | 13 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 50 | 50 |
| Total Workload | 31 | 26 | 153 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, | | | | | X |

| | | | | | |
|---|---|---|---|---|---|
| communication and new media studies | | | | | |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | | | | X |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | X | | | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | X | |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | X | | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | X | | | |
| 9. Students apply social science concepts to personal, social, and political issues | | X | | | |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | X | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | X | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
SOCIOLOGY OF COMMUNICATION

| | |
|---|---|
| Course Name | Sociology of Communication |
| Course Type | Required |
| Code | NMC 203 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semester | Spring |
| Course Content | This course aims to provide a thorough and critical introduction to the key sociological arguments on media and communication. It aims to introduce students to different schools of media theory by examining in depth the ideas of media and communication theorists, such as Lasswell, McLuhan, Adorno, Chomsky and Habermas. The course offers a comprehensive analysis of the development of media and communication studies and it will help students apply a variety of sociological perspectives to understand how media is produced and experienced in both everyday life and in a broader social context. |
| Learning Outcomes | After successful completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Develop a clear understanding of recent sociological debates about the role and significance of media 2. Identify the key concepts and perspectives used by sociologists in their attempts to understand the complexities of the mass media and communication 3. Understand from a sociological perspective the relationship of media with government, politics and economics 4. Develop a major insight about the theoretical and methodological perspectives that sociologists use in their research about media 5. Analyze the impact of media on audiences |
| References | Paddy Scannell. 2007. <i>Media and Communication</i> , Sage: London Dan Laughey, 2007. <i>Key Themes in Media Theory</i> , Open University Press: London |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 104 | Spring | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |

| | |
|---|---|
| Learning and teaching strategies | Lecture, class discussion |
| Instructor (s) | Associate Professor Ebru Kayaalp Jurich |
| Course objective | This course aims to provide a thorough and critical introduction to the key sociological arguments on media and communication. |
| Learning outcomes | After successful completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Develop a clear understanding of recent sociological debates about the role and significance of media 2. Identify the key concepts and perspectives used by sociologists in their attempts to understand the complexities of the mass media and communication 3. Understand from a sociological perspective the relationship of media with government, politics and economics 4. Develop a major insight about the theoretical and methodological perspectives that sociologists use in their research about media 5. Analyze the impact of media on audiences |
| Course Content | The course aims to introduce students to different schools of media theory by examining in depth the ideas of media and communication theorists, such as Lasswell, McLuhan, Adorno, Chomsky and Habermas. The course offers a comprehensive analysis of the development of media and communication studies and it will help students apply a variety of sociological perspectives to understand how media is produced and experienced in both everyday life and in a broader social context. |
| Mode of Delivery | Face to face and distance learning when required |
| References | Paddy Scannell. 2007. <i>Media and Communication</i> , Sage: London Dan Laughey, 2007. <i>Key Themes in Media Theory</i> , Open University Press: London |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1. Week | Introduction |
| 2. Week | Mass Communication: Lazarsfeld |
| 3. Week | Behaviorism and Media Effects: Lasswell |
| 4. Week | Culture and Communication: Leavis, Hoggart, Williams |
| 5. Week | Mid-term I |
| 6. Week | Communication and Technology: Innis and McLuhan |
| 7. Week | Mass Culture: Horkheimer and Adorno |
| 8. Week | Communication as Interaction: Goffman and Garfinkel |
| 9. Week | Communication and Language: Austin |

| | |
|-----------------|--|
| 10. Week | Mid-term II |
| 11. Week | Communication and Language: Austin |
| 12. Week | Political Economy: Herman and Chomsky |
| 13. Week | Communication and Publicness: Habermas |
| 14. Week | Cultural Studies: Stuart Hall |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 2 | %60 |
| Final Exam | 1 | %30 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | | | |

| | | | |
|-----------------------------|----|----|-----|
| Midterms (Study duration) | 2 | 25 | 50 |
| Final Exam (Study duration) | 1 | 25 | 25 |
| Total Workload | 31 | 46 | 159 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER IV

| | |
|----------------|--|
| ENG 202 | Communication Techniques II |
| NMC 202 | Research Methods in Social Sciences |
| NMC 204 | New Media and Society |
| NMC 206 | Critical Thinking |
| NMC 208 | The Ethics of Data and Artificial Intelligence |
| | Departmental Elective -1 |
| | Non-departmental Elective- 2 |

COURSE SYLLABUS RESEARCH METHODS IN SOCIAL SCIENCES

| | |
|--------------------------|--|
| Course Name | Research Methods in Social Sciences |
| Course Type | Required |
| Code | NMC 202 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | This course will explore the theories and application of communication research through qualitative and quantitative research techniques. It will examine the paradigms, methods and techniques that can be applied to research in the behavioral and social sciences, with specific emphasis on communication. Within the scope of this course, students will acquire knowledge and skills in developing research questions, conducting literature reviews, qualitative and quantitative research methods, data collection techniques, ethical principles, and academic reporting. The course aims to provide a solid methodological foundation for students' future projects, graduation theses, and academic writing in advanced years, while also enabling them to gain hands-on experience in academic writing through in-class and semester-long practical applications. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Build a basic framework for understanding social science research - Establish an appreciation for the benefits as well as the limitations of social science research - Conceptualize more clearly a personal “world view” and its relationship to the scientific method. - Gain experience in academic writing |
| References | Creswell, J. W. Research Design Neuman, W. L. Social Research Methods Immanuel Wallerstein (1996), Open the social sciences: Report of the Gulbenkian Commission Frank Lewis (1992), Social Science Methodology Thomas Kuhn (1962), The Structure of Scientific Revolutions Paul Feyerabend (2011) The Tyranny of Science |

| | |
|---|--|
| Learning and teaching strategies | Lecturing, discussion, homework assesment, projects and presentation |
| Evaluation | Lectures, Midterm, Homeworks, Final Project |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|--|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | NMC 202 | Spring | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face,distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, homework assesment. | | | | | | |
| Instructor(s) | | | | | | | |
| Course objective | This course will explore the theories and application of communication research through qualitative and quantitative research techniques. | | | | | | |
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Build a basic framework for understanding social science research - Establish an appreciation for the benefits as well as the limitations of social science research - Conceptualize more clearly a personal “world view” and its relationship to the scientific method. - Gain experience in academic writing | | | | | | |
| Course Content | This course will explore the theories and application of communication research through qualitative and quantitative research techniques. It will examine the paradigms, methods and techniques that can be applied to research in the behavioral and social sciences, with specific emphasis on communication. Within the scope of this course, students will acquire knowledge and skills in developing research questions, conducting literature reviews, qualitative and quantitative research methods, data collection techniques, ethical principles, and academic reporting. The course aims to provide a solid methodological foundation for students’ future projects, graduation theses, and academic writing in advanced years, while also enabling them to gain hands-on experience in academic writing through in-class and semester-long practical applications. | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| References | Creswell, J. W. Research Design Neuman, W. L. Social Research Methods Immanuel Wallerstein (1996), Open the social sciences: Report of the Gulbenkian Commision Frank Lewis (1992), Social Science Methodology Thomas Kuhn (1962), The Structure of Scientific Revolutions Paul Feyerabend (2011) The Tyranny of Science | | | | | | |

Form IVb (English): Subjects by weeks

| Weeks | Subjects | Content |
|----------------|--|---|
| 1. Week | An introduction and general overview of the course content and procedures | Informing students about course rules, content, projects, and related requirements |
| 2. Week | Introduction to Scientific Research and Scientific Thinking in Social Sciences | This week introduces the basic concept of scientific research and its role in social sciences. Students are familiarized with the importance of research in the field of New Media and Communication, with examples of how research contributes to understanding media, audiences, and digital culture. In addition, The course focuses on different types of scientific knowledge and the principles of scientific thinking. |
| 3. Week | Academic Writing and Research Reporting | This week introduces the structure of an academic research report, including introduction, methodology, findings, and discussion sections. Proper citation practices and APA referencing are also covered. |
| 4. Week | Defining the Research Topic and Research Problem Literature Review and Academic Sources Homework assignment: Develop a research question on a topic of interest and explain why this topic is worth to make research on. | Students learn how to select an appropriate research topic and formulate a clear research problem. The week emphasizes transforming broad interests into focused research questions relevant to new media and communication contexts. Students are introduced to academic databases, peer-reviewed sources, and effective reading and note-taking strategies for building a theoretical and conceptual framework. |
| 5. Week | Research Design and Method Selection | The fundamentals of research design are introduced, including different research types and strategies. Qualitative, quantitative, and mixed-method approaches are compared, with an emphasis on choosing methods appropriate to the research question. |
| 6. Week | Quantitative Research Methods I | This week introduces quantitative research methods with a focus on survey research. Students learn about questionnaire design, question types, and measurement tools commonly used in communication research. |
| 7. Week | Quantitative Research Methods II Homework assignment: Develop a Hypothesis on a topic of interest Write 7-10 survey questions | The course covers sampling techniques and basic statistical concepts. Students gain an understanding of how quantitative data is organized, analyzed, and interpreted in social science research. |
| 8. Week | MIDTERM EXAM | |

| | | |
|-----------------|---|---|
| 9. Week | Qualitative Research Methods II | Observation and discourse analysis are introduced as qualitative research techniques. The week highlights their application in analyzing digital platforms, online communities, and media texts within new media studies. |
| 10. Week | Qualitative Research Methods I Homework assignment: Develop your assumptions on a topic of interest; Identify and justify the most appropriate quantitative research method for testing these assumptions. | This week focuses on qualitative data collection techniques such as in-depth interviews and focus group discussions. Students explore how these methods are used to analyze experiences, meanings, and interpretations in new media environments. |
| 11. Week | Research Methods in New Media Platforms and Digital Data | Special attention is given to analyzing social media data, online news, and digital platforms within the context of new media research. |
| 12. Week | Data Analysis and Interpretation | Students learn the basic principles of analyzing qualitative and quantitative data. The week emphasizes interpreting findings, identifying patterns, and presenting results in a clear and meaningful way. |
| 13. Week | Ethical Issues in Academic Research | Ethical issues in academic research, including plagiarism, informed consent, and academic integrity, are discussed with practical examples relevant to communication studies. |
| 14. Week | Presentations Conducting project tutorials | This class is dedicated to presentations and which students will receive final feedback on their projects. |
| 15. Week | Presentations Conducting project tutorials | This class is dedicated to presentations and which students will receive final feedback on their projects. |
| 16. Week | Research Proposal Submission | Submission of the final research proposals |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | % 5 |
| Participation | 14 | % 5 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 3 | % 30 |
| Presentation | 1 | % 10 |
| Project (Research proposal) | 1 | % 30 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |
| Final Exam | 0 | % 0 |
| Total | 33 | % 100 |
| Contribution of semester works to success points | 32 | % 60 |
| Contribution of final project to success points | 1 | % 40 |
| Total | 33 | % 100 |

Form VIIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|-----------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 4 | 56 |
| Presentation / Seminar Preparation | 1 | 5 | 5 |
| Project | | | |
| Homework assignment | 3 | 20 | 40 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Project/Research proposal (Study duration) | 1 | 50 | 50 |
| Total Workload | 34 | 102 | 213 |

SUMMARY OF GRADING AND TIMING

| Component | Weight (%) | Notes |
|-----------------------------|------------|---|
| Attendance | 5% | Weeks 1–14 |
| Participation | 5% | Weeks 1–14 |
| Homework Assessment | 30% | 3 homework assignments (Weeks 4, 7, 10) |
| Presentation | 10% | 1 in-class presentation (Week 12) |
| Project (Research Proposal) | 30% | Final project submission (Week 15–16) |
| Mid-term Exam | 20% | Week 7 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | X | |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | X | | | | |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | | | | | X |

| | | | | | |
|---|---|--|--|---|---|
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | | X |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | X | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | X | | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | X | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | | | | | X |
| 14. Students acquire competence of conducting independent research | | | | | X |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | X | | | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
NEW MEDIA AND SOCIETY

| | |
|---|---|
| Course Name | New Media and Society |
| Course Type | Required |
| Code | NMC 204 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | This course explores the intricate relationship between new media technologies and society. Through an examination of theoretical frameworks, case studies, and contemporary issues, students will gain a comprehensive understanding of the impact of new media on various aspects of society, including culture, politics, economics, and communication. This course will delve into the complexities of new media's role in shaping and transforming social structures, behaviors, and norms. |
| Learning Outcomes | Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate a comprehensive understanding of key concepts and theories in the study of new media and society. 2. Analyze and evaluate the social, cultural, political, and economic implications of new media technologies on various aspects of society. 3. Apply theoretical frameworks to critically analyze case studies and contemporary examples of new media phenomena. 4. Synthesize information from diverse sources to develop well-reasoned arguments about the role of new media in shaping social structures, behaviors, and norms. 5. Reflect on personal experiences and interactions with new media platforms to understand their own positionality within the digital landscape. 6. Identify and anticipate future trends in new media and their potential impacts on society, while considering ethical and societal implications. |
| References | Eugenia Siapera (2018) <i>Understanding new media</i> (2nd ed.). SAGE. |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Presentation, Homework and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 204 | Fall | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |

| | |
|---|---|
| Learning and teaching strategies | Lecture, class discussion |
| Instructor (s) | |
| Course objective | <ol style="list-style-type: none"> 1. To introduce students to key concepts and theories in the study of new media and society. 2. To examine the social, cultural, political, and economic implications of new media technologies. 3. To analyze case studies and contemporary examples to understand the practical applications of new media theories. 4. To foster critical thinking and analytical skills in evaluating the role of new media in society. 5. To encourage students to reflect on their own experiences and interactions with new media platforms. |
| Learning outcomes | <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 7. Demonstrate a comprehensive understanding of key concepts and theories in the study of new media and society. 8. Analyze and evaluate the social, cultural, political, and economic implications of new media technologies on various aspects of society. 9. Apply theoretical frameworks to critically analyze case studies and contemporary examples of new media phenomena. 10. Synthesize information from diverse sources to develop well-reasoned arguments about the role of new media in shaping social structures, behaviors, and norms. 11. Reflect on personal experiences and interactions with new media platforms to understand their own positionality within the digital landscape. 12. Identify and anticipate future trends in new media and their potential impacts on society, while considering ethical and societal implications. |
| Course Content | This course explores the intricate relationship between new media technologies and society. Through an examination of theoretical frameworks, case studies, and contemporary issues, students will gain a comprehensive understanding of the impact of new media on various aspects of society, including culture, politics, economics, and communication. This course will delve into the complexities of new media's role in shaping and transforming social structures, behaviors, and norms. |
| Mode of Delivery | Face to face and distance learning when required |
| References | Eugenia Siapera (2018) <i>Understanding new media</i> (2nd ed.). SAGE. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---------------------------------------|
| 1. Week | Introduction |
| 2. Week | What is New Media? |
| 3. Week | Theoretical Perspectives on New Media |
| 4. Week | The Political Economy of New Media |
| 5. Week | Politics and Citizenship |

| | |
|-----------------|---------------------------------------|
| 6. Week | Divides, Participation and Inequality |
| 7. Week | New Media Uses and Abuses |
| 8. Week | Mid-term |
| 9. Week | Security, Surveillance and Safety |
| 10. Week | New Media and Journalism |
| 11. Week | Mobile Media and Everyday Life |
| 12. Week | New Media and Identity |
| 13. Week | Socialities and Social Media |
| 14. Week | Digital Activism |
| 15. Week | The Future of New Media |
| 16. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 3 | %10 |
| Presentation | 1 | %10 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %50 |
| Total | 6 | %100 |
| Contribution of semester works to success points | 5 | %50 |
| Contribution of final exam to success points | 1 | %50 |
| Total | 6 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------------|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |

| | | | |
|---|----|----|-----|
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 10 | 10 |
| Project | | | |
| Homework assignment | 3 | 15 | 45 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 34 | 71 | 179 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
CRITICAL THINKING

| | |
|---|--|
| Course Name | Critical Thinking |
| Course Type | Required |
| Code | NMC 206 |
| ECTS | 6 |
| Instructor(s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | This course covers basic logic and linguistic awareness, which are prerequisites for critical thinking; It includes topics such as argument, proposition, justification, reasoning, argument abstraction, argument evaluation, principle of charity, principle of loyalty, hypothetical reasoning, fallacies, paradoxes, visual arguments and cognitive biases. Due to the diversity of the material covered, the course also includes some important texts and concepts in the history of civilization. |
| Learning Outcomes | After taking this course students will be able to <ul style="list-style-type: none"> • abstract the arguments in an original text. • evaluate the arguments in an original text. • detect common thinking errors and to avoid doing these errors • interpret texts accurately and in depth. |
| References | Alec Fisher, <i>The Logic of Real Arguments</i> , Cambridge University Press, 2014. Daniel J. Levitin, <i>A Field Guide to Lies</i> , Penguin Random House, 2017. |
| Learning and teaching strategies | Lecturing, discussion, inclass written assignments. |
| Evaluation | Written assignments in 10%, mid-term 40% and final exam 50% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Critical Thinking | NMC 206 | Spring | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, inclass written assignments. | | | | | | |
| Instructor(s) | | | | | | | |
| Course objective | Teaching students critical literacy, logic and reasoning skills through historical and current social science texts and visual materials. | | | | | | |

| | |
|--------------------------|--|
| Learning outcomes | After taking this course students will be able to <ul style="list-style-type: none"> • abstract the arguments in an original text. • evaluate the arguments in an original text. • detect common thinking errors and to avoid doing these errors • interpret texts accurately and in depth. |
| Course Content | This course covers basic logic and linguistic awareness, which are prerequisites for critical thinking; It includes topics such as argument, proposition, justification, reasoning, argument abstraction, argument evaluation, principle of charity, principle of loyalty, hypothetical reasoning, fallacies, paradoxes, visual arguments and cognitive biases. Due to the diversity of the material covered, the course also includes some important texts and concepts in the history of civilization. |
| Mode of Delivery | Face to face and distance learning when required |
| References | Alec Fisher, <i>The Logic of Real Arguments</i> , Cambridge University Press, 2014. Daniel J. Levitin, <i>A Field Guide to Lies</i> , Penguin Random House, 2017. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|--|
| 1. Week | History of Critical Thinking and Its Presuppositions |
| 2. Week | Elementary Logic and Basic Concepts |
| 3. Week | Our Method for Critical Thinking |
| 4. Week | Abstracting Arguments |
| 5. Week | Evaluating Arguments |
| 6. Week | The Principle of Charity and The Principle of Loyalty |
| 7. Week | Midterm |
| 8. Week | Fallacies and Paradoxes |
| 9. Week | Cognitive Biases |
| 10. Week | Hypothetical Arguments |
| 11. Week | Visual Arguments |
| 12. Week | Debate Culture |
| 13. Week | Contemporary Issues on Critical Thinking: Legal Argumentations |
| 14. Week | Contemporary Issues on Critical Thinking: Conspiracy Theories |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Inclass Written Assignments | 10 | % 10 |
| Participation | 14 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %40 |
| Final Exam | 1 | %50 |
| Total | 26 | % 100 |
| Contribution of semester works to success points | 25 | %50 |
| Contribution of final exam to success points | 1 | %50 |
| Total | 26 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 15 | 3 | 45 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 15 | 3 | 45 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Inclass Assignment | 1 | 15 | 15 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 33 | 61 | 145 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES-PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of critical thinking | | | | | X |
| 2. Students abstract arguments | | | | | X |
| 3. Students learn the method of argument analysis | | | | | X |
| 4. Students detect visual arguments | | | | X | |

| | | | | | |
|--|--|--|--|---|---|
| 5. Students detect conspiracy theories | | | | X | |
| 6. Students understand the principles of charity and loyalty | | | | | X |
| 7. Students show the presuppositions and assumptions of arguments | | | | X | |
| 8. Students apply critical thinking skills on social science texts | | | | X | |
| 9. Students apply the method on visual arguments | | | | X | |
| 10. Students reconstruct arguments from visual arguments | | | | X | |
| 11. Students use truth tables in argument evaluation | | | | X | |
| 12. Students use hypothetical reasoning in refuting arguments | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
THE ETHICS OF DATA AND ARTIFICIAL INTELLIGENCE

| | |
|---|---|
| Course Name | The Ethics of Data and Artificial Intelligence |
| Course Type | Required |
| Code | NMC 208 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | This course explores the ethical challenges posed by data collection, algorithmic decision-making, and artificial intelligence. It focuses on privacy, transparency, accountability, and the social impact of automated systems within the field of communication and media. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Identify core ethical theories related to data and AI. Express the relationship between communication sciences and other fields of science. - Analyze algorithmic bias and its impact on social justice. Recognize the fundamentals of social sciences, communication sciences and media professionals. - Evaluate the relationship between data privacy and digital ethics. - Recognize the legal and professional standards in AI-driven media. |
| References | <ul style="list-style-type: none"> - O'Neil, C. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown. - Göz, Z. (Ed.). (2024). Yapay Zeka Felsefesi. (Series Editors: Ömer Fatih TEKİN & Sercan Palavan). Doruk Yayınları. - Köse, U. (2021). Yapay Zekâ Etiği. Nobel Akademik Yayıncılık. - Dignum, V. (2019). Responsible Artificial Intelligence. Springer. - Coelckelbergh, M. (2020). AI Ethics. MIT Press. |
| Learning and teaching strategies | Lecturing, discussion, homework assesment. |
| Evaluation | Attaendance and participation in class discussions 10%, homeworks 30%, mid-term 30% and final exam 30% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 208 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |

| | |
|---|---|
| Learning and teaching strategies | Lecturing, discussion, homework assessments. |
| Instructor (s) | |
| Course objective | The aim of this course is to provide students with the critical framework necessary to evaluate the ethical implications of AI technologies and data practices in contemporary society |
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Identify core ethical theories related to data and AI. Express the relationship between communication sciences and other fields of science. - Analyze algorithmic bias and its impact on social justice. Recognize the fundamentals of social sciences, communication sciences and media professionals. - Evaluate the relationship between data privacy and digital ethics. - Recognize the legal and professional standards in AI-driven media. |
| Course Content | This course explores the ethical challenges posed by data collection, algorithmic decision-making, and artificial intelligence. It focuses on privacy, transparency, accountability, and the social impact of automated systems within the field of communication and media. |
| Mode of Delivery | Face to face and distance learning when required |
| References | <ul style="list-style-type: none"> - O'Neil, C. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown. - Göz, Z. (Ed.). (2024). Yapay Zeka Felsefesi. (Series Editors: Ömer Fatih TEKİN & Sercan Palavan). Doruk Yayınları. - Köse, U. (2021). Yapay Zekâ Etiği. Nobel Akademik Yayıncılık. - Dignum, V. (2019). Responsible Artificial Intelligence. Springer. - Coelckelbergh, M. (2020). AI Ethics. MIT Press. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---|
| 1. Week | Introduction to Ethics in the Digital Age |
| 2. Week | Data Collection: Privacy, Consent, and Surveillance |
| 3. Week | Algorithmic Bias and Fairness |
| 4. Week | Transparency and the "Black Box" Problem |
| 5. Week | Accountability in Automated Systems |
| 6. Week | Generative AI and Intellectual Property |
| 7. Week | Social Media Algorithms and Echo Chambers |
| 8. Week | Midterm |
| 9. Week | AI, Language, and Discursive Ethics |

| | |
|-----------------|---|
| 10. Week | The Ethics of Big Data Research |
| 11. Week | Human-Robot Interaction and Social Robotics |
| 12. Week | Global AI Governance and Regulation (e.g., EU AI Act) |
| 13. Week | Deepfakes, Misinformation, and Visual Ethics |
| 14. Week | Revision |
| 15. Week | General Evaluation |
| 16. Week | Final examination |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Participation | 14 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %30 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %30 |
| Total | 32 | % 100 |
| Contribution of semester works to success points | 31 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 32 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 2 | 30 | 60 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 32 | 76 | 184 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | | | | X |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | | X | | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | X | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | X | | | |
| 9. Students apply social science concepts to personal, social, and political issues | | X | | | |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | X | | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | X | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |

| | | | | | |
|---|---|---|--|---|--|
| 13. Students learn qualitative and quantitative research methods | | X | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | X | | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER V

| | |
|----------------|--|
| ENG 301 | Academic and Occupational Writing Skills I |
| NMC 301 | Integrated Marketing Communication |
| FAD 303 | Digital Art |
| | Departmental Elective -2 |
| | Departmental Elective -3 |
| | Departmental Elective -4 |
| | Non-Departmental Elective - 3 |

COURSE SYLLABUS INTEGRATED MARKETING COMMUNICATION

| | |
|---|---|
| Course Name | Integrated Marketing Communication |
| Course Type | Required |
| Code | NMC 301 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | The objective of this course is to provide a comprehensive guide to the concepts, techniques and best practice to support all the integrated marketing communication process. The aim is to enhance student learning by encouraging students to use their direct experience of marketing as an input to their studies |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Understand the Fundamentals of integrated marketing communication. - Utilize knowledge gained on the course to develop and evaluate marketing strategies in the light of digital marketing concepts. - Observe and interpret digital marketing in action - Critically evaluate their own knowledge as consumers; - Consider and develop marketing strategies utilizing a detailed understanding of human interaction with ICT. |
| References | Digital Marketing: Strategy, Implementation and Practice, (2012) Chaffey, D., Ellis-Chadwick, F., Pearson. |
| Learning and teaching strategies | Lecturing, discussion, project assesment. |
| Evaluation | Participation in class discussions and attendance 10%, Project assesment 30% mid-term 30% and final exam 30% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|------------------------|----------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation | NMC 301 | Spring | 3 | 0 | 0 | 3 | 5 |
| Process | | | | | | | |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |

| | |
|--|--|
| Mode of Delivery (face to face,distance learning) | Face to face and distance learning when required |
| Learning and teaching strategies | Lecturing, discussion and project assesment. |
| Instructor (s) | |
| Course objective | The objective of this course is to provide a comprehensive guide to the concepts, techniques and best practice to support all the digital marketing process. The aim is to enhance student learning by encouraging students to use their direct experience of marketing as an input to their studies |
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Understand the fundamentals of digital marketing. - Utilize knowledge gained on the course to develop and evaluate marketing strategies in the light of digital marketing concepts. - Observe and interpret digital marketing in action - Critically evaluate their own knowledge as consumers; - Consider and develop marketing strategies utilizing a detailed understanding of human interaction with ICT. |
| Course Content | The objective of this course is to provide a comprehensive guide to the concepts, techniques and best practice to support all the digital marketing process. The aim is to enhance student learning by encouraging students to use their direct experience of marketing as an input to their studies |
| Mode of Delivery | Face to face and distance learning when required |
| References | Digital Marketing: Strategy, Implementation and Practice, (2012) Chaffey, D., Ellis- Chadwick, F., Pearson. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1. Week | Introduction to the course |
| 2. Week | Marketing Principles |
| 3. Week | Fundamentals of integrated marketing communication I |
| 4. Week | Fundamentals of integrated marketing communication II |
| 5. Week | Fundamentals of integrated marketing communication III |
| 6. Week | Understanding Digital Media Platforms |
| 7. Week | Consumer in a digital world |
| 8. Week | Midterm |
| 9. Week | Social Media Marketing |

| | |
|-----------------|---------------------------------------|
| 10. Week | Content Marketing |
| 11. Week | Content and Platform Strategies |
| 12. Week | Online Marketing |
| 13. Week | New Trends in Digital Marketing |
| 14. Week | New Trends in Digital Marketing |
| 15. Week | Final Reports & Project Presentations |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | %5 |
| Participation | 14 | %5 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 1 | %30 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %30 |
| Total | 31 | %100 |
| Contribution of semester Works to success points | 30 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 31 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 60 | 60 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 30 | 30 |
| Final Exam (Study duration) | 1 | 30 | 30 |
| Total Workload | 31 | 126 | 204 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
DIGITAL ART

| | |
|---|---|
| Course Name | Digital Art |
| Course Type | Required |
| Code | FAD 303 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | The course will explore many facets of making art using computer hardware and software. This course will explore how using a computer in a generative, uniquely "computer" way new forms can emerge. It also covers exploring the state of the art digital tools contained in Adobe's Photoshop. |
| Learning Outcomes | <p>After successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Develop a foundational understanding of the theories and methods of media and communication studies, including communication strategies, media analysis, message design, audience, research, and critical examination of the impact of our current media and communication technologies; • Learn and cultivate the skills and practices of journalism and documentary storytelling, including generating story ideas, reporting, interviewing, writing, professional ethics, and understanding legal precedents and frameworks; • Learn how to apply media analysis and storytelling conventions in the creation of dynamic and compelling digital visual art and professional multimedia productions in such forms as photography, film/video, digital imaging, illustration, animation, web design and other areas of emerging media; • Develop skills and understandings in international and global media and be able to apply these to sensitively and critically create and analyze media message for a global audience, including understanding comparative international media systems and encountering global communication directly through a study away experience; • Become independent media producers engaging in a long-form documentary project (book, web, documentary film, podcast) for the capstone project. This involves learning interdisciplinary research methods, interviewing, critical analysis, and professional digital media production in both content and design. |
| References | www.lynda.com |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|----------------------|---------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 303 | Autumn | 0 | 0 | 3 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course | English | | | | | | |

| | |
|---|---|
| Language | |
| Course Type | Required |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required |
| Learning and teaching strategies | Lecture, laboratory |
| Instructor (s) | |
| Course objective | <ul style="list-style-type: none"> • Work professionally within a design team • Identify numerous design careers • Evaluate designs (your work and others’) for audience, meaning, and effectiveness • Use the elements and principles of design in a decisive fashion • Plan a design project according to a client’s needs • Build a design gradually using thumbnail sketches and mock ups • Create attractive layouts that communicate messages effectively • Use color to communicate ideas to others • Use typography effectively in a design • Use Adobe Photoshop to edit, retouch color correct and enhance photographs • Use digital brushes to draw artistic imagery and create painterly images • Stylize portraits and landscapes, and assemble publications |
| Learning outcomes | Students will learn and develop their individual skills in a virtual studio through hands- on instruction and group activities. I use instructor led demonstrations and lectures to introduce new concepts. Students gain valuable experience by practical activities and tutorials, thus exposing them to scenarios that replicate real world situations. State of the art computer equipment and software is provided in the classroom. The digital imaging projects assigned and produced in Digital Art course reflect current industry standards and practices. We will be painting and drawing with digital brushes and tablets. Art is published on the Internet or printed on a high quality Printer. |
| Course Content | This introductory course deals with controlling computer technology to produce an artistic image. Students will learn computer illustration techniques, image manipulation, digital camera use, graphic design visual literacy, and the principles and elements of art in composition. Some artistic movements such as Pop Art and Surrealism will also be studied as they relate to student projects. From painting to photography and now to computers, the ways in which art is made will always change. |
| Mode of Delivery | Face to face and distance learning when required |
| References | www.lynda.com |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|---------|-------------------------------|
| 1. Week | Introduction to Digital Art |
| 2. Week | New Approaches to Digital Art |
| 3. Week | Samples of Digital Art |

| | |
|-----------------|-------------------------------|
| 4. Week | Pixel-art |
| 5. Week | Video-art |
| 6. Week | Video-art samples |
| 7. Week | Mid-term I |
| 8. Week | Video-art practices |
| 9. Week | Relationship of Art and Space |
| 10. Week | Art and Space Samples |
| 11. Week | Digital Performance Samples |
| 12. Week | Online / Virtual Museums |
| 13. Week | Online / Virtual Museums |
| 14. Week | Term Project |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 0 | % 0 |
| Presentation | 0 | % 0 |
| Project | 0 | % 0 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |
| Final Exam | 1 | % 60 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | % 70 |
| Contribution of final exam to success points | 1 | % 30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 12 | 3 | 36 |

| | | | |
|---|----|----|-----|
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 42 | 54 | 165 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | X |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER-VI

| | |
|----------------|---|
| ENG 302 | Academic and Occupational Writing Skills II |
| FAD 308 | Digital Content Production |
| NMC 304 | Political Communication |
| | Departmental Elective - 5 |
| | Departmental Elective - 6 |
| | Departmental Elective - 7 |

COURSE SYLLABUS FAD 308 DIGITAL CONTENT PRODUCTION

| | |
|---|--|
| Course Name | Digital Content Production |
| Course Type | Required |
| Code | FAD 308 |
| ECTS | 7 |
| Instructor (s) | |
| Prerequisites | - |
| Semestre | Spring |
| Course Content | This course examines digital content production through the lenses of visual culture, artificial intelligence, platform algorithms, and user behavior. Students analyze the distinctive content logics, aesthetic codes, and interaction dynamics of platforms such as YouTube, Instagram, TikTok, X (Twitter), LinkedIn, and Facebook. In addition to that, This course will examine the fundamentals of digital content production. The course will provide a solid foundation for students to produce multimedia content such as video, visual, and text for different digital platforms. |
| Learning Outcomes | <p>Multimedia Proficiency: Gain proficiency in producing multimedia content, including video, visual, and text, for digital platforms.</p> <p>Content Creation Skills: Develop the skills necessary to create engaging, high-quality digital content that aligns with audience preferences and platform requirements.</p> <p>Platform Adaptability: Learn to adapt content creation techniques to different digital platforms, ensuring consistency and coherence across social media channels.</p> <p>Audience Engagement: Understand strategies for maximizing audience engagement and interaction through compelling digital content production, including storytelling, visual design, and user experience considerations.</p> <p>Professional Standards: Acquire knowledge of professional standards and best practices in digital content production, including copyright, ethical considerations, and industry trends.</p> <p>Project Management: Learn project management skills to plan, execute, and evaluate digital content production projects effectively, meeting deadlines and objectives while collaborating with team members.</p> |
| References | <p>Jay Daniel Thompson, John Weldon (2022). Content Production for Digital Media.</p> <p>Gorham Kindem, Robert B. Musburger (2009). Introduction to Media Production: The Path to Digital Media Production.</p> |
| Learning and teaching strategies | Lecturing, discussion, practice, presentation. |

| | |
|-------------------------------|---|
| <p>Evaluation</p> | <p>20% Attendance and Applications: Students are expected to attend the class (by the law- minimum 70%) and class discussions. Absences from classes will result in a further reduction of the final grade. If you are absent for more than 30% of the classes, you will be in danger of failing this course.</p> <ul style="list-style-type: none"> • Students are expected to maintain two different group projects. All projects must be delivered both as a report and USB. <p>20% Project 1: Students will develop a creative idea, a message with a goal focused on a specific theme, and produce a 3-4 min. Youtube content. Content may be produced either as live broadcasts or as pre-recorded videos, depending on the selected concept and objective. In the produced content, careful attention should be paid to the use of tools such as Title, Description, Hashtags, Thumbnail Text, Pinned Comment, Call to Action (CTA), Chapters / Timestamps, Community Tab, and Tags, and the rationale for their use should be explained in detail.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> • Idea (authenticity, creativity) • Compatibility with the project's theme • Consistency with the selected digital platform • Production techniques (tools used) <p>20% Project 2: Students will develop a creative idea, a message with a goal focused on a specific theme, and produce social media content for IG, X and TikTok. Contents should include 3 IG & Twitter static posts, 1 IG Reels, and 1 TikTok video with different captions. Social media content should include hashtags, and mentions -if necessary- and they must be complimentary, consistent, and authentic.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> • Idea (authenticity, creativity) • Compatibility with the project's theme • Consistency with digital platforms • Consistency with each other • Production techniques <p>%40 Final Project: As part of a project that will replace the final exam, students are expected to select a specific theme or brand and produce social media content related to it. Within this scope, the project must include the following content: At least 9 Instagram static posts 5 X (Twitter) posts 3 TikTok posts 1 YouTube video content (5-7 minutes) The content produced within the framework of the project is expected to be cohesive and consistent both with one another and across different platforms, and to reflect the objectives of the selected theme or brand.</p> |
| <p>Course Language</p> | <p>English</p> |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | FAD 308 | Autumn | 2 | 0 | 2 | 4 | 7 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, practice, presentation | | | | | | |
| Instructor(s) | | | | | | | |
| Course objective | The objective of this course is to teach students the fundamentals of digital content production. By providing the skill set for writing (both copy and written communications), editorial skills, web research, photo and/or video editing, and the knowledge of current events the course aims to help students inherently understand the digital content production process. | | | | | | |
| Learning outcomes | <p>Multimedia Proficiency: Gain proficiency in producing multimedia content, including video, visual, and text, for digital platforms.</p> <p>Content Creation Skills: Develop the skills necessary to create engaging, high-quality digital content that aligns with audience preferences and platform requirements.</p> <p>Platform Adaptability: Learn to adapt content creation techniques to different digital platforms, ensuring consistency and coherence across social media channels and websites.</p> <p>Audience Engagement: Understand strategies for maximizing audience engagement and interaction through compelling digital content production, including storytelling, visual design, and user experience considerations.</p> <p>Professional Standards: Acquire knowledge of professional standards and best practices in digital content production, including copyright, ethical considerations, and industry trends.</p> <p>Project Management: Learn project management skills to plan, execute, and evaluate digital content production projects effectively, meeting deadlines and objectives while collaborating with team members.</p> | | | | | | |
| Course Content | This course examines digital content production through the lenses of visual culture, artificial intelligence, platform algorithms, and user behavior. Students analyze the distinctive content logics, aesthetic codes, and interaction dynamics of platforms such as YouTube, Instagram, TikTok, X (Twitter), LinkedIn, and Facebook. In addition to that, This course will examine the fundamentals of digital content production. The course will provide a solid foundation for students to produce multimedia content such as video, visual, and text for different digital platforms. | | | | | | |

| | |
|-------------------------|--|
| Mode of Delivery | Face to face |
| References | Jay Daniel Thompson, John Weldon (2022). Content Production for Digital Media. Gorham Kindem, Robert B. Musburger (2009). Introduction to Media Production: The Path to Digital Media Production. |

Form IVb (English): Subjects by weeks

| Weeks | Subject | Content | In-Class/Lab Activities |
|------------------------|--|--|--|
| Week 1 | General introduction and overview of the course structure | Sharing all important details related to the course with students and reviewing the weekly topics. | |
| Week 2 | Digital Ecosystem and Fundamental Behavioral Patterns of Digital Users | Digital Media Structure and User Behavior | Activity: Sample Digital Content Analysis |
| Week 3 | YouTube: Video Culture and Audience Dynamics YouTube Live: Live Streaming Culture and Audience Interaction | Platform Algorithms and Content Types Live Stream Rhythm and Chat Culture | Activity: Analysis of Content Strategies in Sample YouTube Channels Activity: Flow Analysis of a YouTube Live Broadcast |
| Week 4 | Content Creation with Artificial Intelligence and Digital Ethics Foundations of Artificial Intelligence and AI-Based Image Generation | AI Tools, Accuracy, and Manipulation Risks The Logic of DALL·E and Prompting | Activity: "AI Content Risks" Mini List Exercise Activity: Sample Prompt Writing and Visual Content Creation |
| Week 5 | PROJECT 1 PRESENTATIONS (Youtube) | * | * |
| Week 6 | X (Twitter): Micro Text, Agenda, and Content | Tweet language and hashtag strategy | Practice: Writing a mini content flow |
| Week 7 | Instagram: Posts, Reels and Story Logic | Aesthetic Trends and Visual Language | Activity: <i>Creating Sample Posts and Stories</i> |
| Week 8 | TikTok: Short-Form Video Dynamics and Viral Culture | Objectives, Trends, and User Behaviors | Activity: Writing a 30-Second Digital Content Idea |
| Week 9 | PROJECT 2 PRESENTATIONS (Instagram, X & TikTok) | * | * |
| Week 10 | Facebook: Communities, Groups, and an Aging Platform Culture | Group Dynamics and Platform Transformation | Activity: Analyzing Communication Patterns in a Facebook Group Activity: <i>Creating Sample Posts</i> |
| Week 11 | LinkedIn: Professional Communication and Personal Branding | Profile Language and content management | Activity: Writing a Draft for a Professional LinkedIn Post |
| Week 12 | Meta Business Suite and Content Planning | Publishing calendar, content planning, and targeting logic | Practice: Creating a one-week content calendar |
| Week 13 | Final Presentations | * | * |
| Week 14 | Final Presentations | * | * |
| 15. OR 16. Week | <i>Final report submissions</i> | | The submission date of the projects will be announced |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %10 |
| Participation | 0 | %0 |
| Application | 10 | %10 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 2 | %40 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exam | 0 | %0 |
| Final Exam | 0 | %0 |
| Final Project (Report + Presentation) | 1 | %40 |
| Total | 27 | %100 |
| Contribution of semester works to success points | 26 | %60 |
| Contribution of final presentation to success points | 1 | %20 |
| Contribution of final report to success points | | %20 |
| Total | 27 | %100 |

SUMMARY OF THE GRADING AND TIMING

| Component | Weight (%) | Notes |
|-------------------------------|------------|--------------|
| Attendance | 10% | Weeks 1–14 |
| Application | 10% | Weeks 1–10 |
| Presentation (Semester Works) | 40% | Weeks 5 & 11 |
| Final Project – Presentation | 20% | Weeks 13–14 |
| Final Project – Report | 20% | Weeks 15–16 |
| TOTAL | 100% | |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 2 | 28 |
| Laboratory | 14 | 2 | 28 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 2 | 10 | 20 |
| Project | 2 | 10 | 20 |
| Homework assignment | | | |
| Midterms (Study duration) | | | |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 47 | 47 | 158 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn fundamental principles of social sciences, communication and new media studies | | | X | | |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | X | | |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | X | | | | |
| 4. Students create media content by applying principals of visual aesthetics | | | | | X |
| 5. Students analyze media texts and learn media literacy | | | | | X |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | X | |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | X | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | | X |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | | | X | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | | | | X |
| 12. Students acquire knowledge about new media professions and the sector | | | | | X |

| | | | | | |
|---|---|---|---|--|---|
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | | X | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | | | X |
| 16. Students have effective written and oral communication skills in English | | | X | | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
POLITICAL COMMUNICATION

| | |
|--------------------------|--|
| Course Name | Political Communication |
| Course Type | Must |
| Code | NMC 304 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Spring |
| Course Content | This course "Political Communication" aims to acknowledge students about political communication strategies and media power. The course plans to explain the processes of political communication and the media acting as political actor. The course will address the role of new media tools and analyse the actors in political communication, namely mass media, politicians and electorate. Additionally, the course will focus on the relationship of media and democracy; the history of political communication and political communication examples in the world. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Recognize the future implications of political communication. - Evaluate and interpret public sphere through the lens of political communicative actors. - Understand different approaches to political communication. |
| References | <p>Aziz, A. (2003). <i>Siyasal iletişim</i>. Ankara: Nobel.</p> <p>Curran, J. (2011). <i>Media and democracy</i>. Routledge.</p> <p>Esarey, A., & Qiang, Z. (2011). Digital communication and political change in China. <i>International Journal of Communication</i>, 5, 298–319.</p> <p>Köker, E. (1998). <i>Politikann iletişimi iletişimin politikası</i>. Ankara: Vadi.</p> <p>Lei, Y.-W. (2011). The political consequences of the rise of the Internet: Political beliefs and practices of Chinese netizens. <i>Political Communication</i>, 28(3), 291–322.</p> <p>Lim, M. (2012). Clicks, cabs, and coffee houses: Social media and oppositional movements in Egypt, 2004–2011. <i>Journal of Communication</i>, 62(2), 231–248.</p> <p>McNair, B. (2003). <i>An introduction to political communication</i> (3rd ed.). Routledge.</p> <p>Savigny, H. (2017). <i>Political communication: A critical introduction</i>. Palgrave.</p> <p>Semetko, H. A., & Scammell, M. (Eds.). (2012). <i>The SAGE handbook of political communication</i>. Sage.</p> <p>Tokgöz, O. (2020). <i>Siyasal iletişimi anlamak</i>. İstanbul: İmge.</p> <p>Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. <i>Journal of Communication</i>, 62(2), 363–379.</p> <p>Valenzuela, S., Arriagada, A., & Scherman, A. (2012). The social media basis of youth protest behavior: The case of Chile. <i>Journal of Communication</i>, 62(2), 299–314.</p> |

| | |
|---|--|
| Learning and teaching strategies | Lecturing, discussion, practical assessment. |
| Evaluation | Participation in class discussions and attendance, mid-term 40% and final exam 60% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|--|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | NMC 304 | Spring | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Must | | | | | | |
| Mode of Delivery (face to face,distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, practical assessment | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | The aim of this course is to identify and explain key concepts in political communication and understand the role media played in politics. Thus, students will be able to evaluate how political communication influence and inform the public. | | | | | | |
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Recognize the future implications of political communication. - Evaluate and interpret public sphere through the lens of political communicative actors. - Understand different approaches to political communication. | | | | | | |
| Course Content | This course "Political Communication" aims to acknowledge students about political communication strategies and media power. The course plans to explain the processes of political communication and the media acting as political actor. The course will address the role of new media tools and analyse the actors in political communication, namely mass media, politicians and electorate. Additionally, the course will focus on the relationship of media and democracy; the history of political communication and political communication examples in the world. | | | | | | |
| Mode of Delivery | Face to face and distance learning when required | | | | | | |
| References | Aziz, A. (2003). <i>Siyasal iletişim</i> . Ankara: Nobel. Curran, J. (2011). <i>Media and democracy</i> . Routledge. Esarey, A., & Qiang, Z. (2011). Digital communication and political change in China. <i>International Journal of Communication</i> , 5, 298–319. Köker, E. (1998). <i>Politikanın iletişimi iletişim politikası</i> . Ankara: Vadi. Lei, Y.-W. (2011). The political consequences of the rise of the Internet: Political beliefs and practices of Chinese netizens. <i>Political Communication</i> , 28(3), 291–322. Lim, M. (2012). Clicks, cabs, and coffee houses: Social media and oppositional movements in Egypt, 2004–2011. <i>Journal of Communication</i> , 62(2), 231–248. McNair, B. (2003). <i>An introduction to political communication</i> (3rd ed.). Routledge. | | | | | | |

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| | <p>Savigny, H. (2017). <i>Political communication: A critical introduction</i>. Palgrave.</p> <p>Semetko, H. A., & Scammell, M. (Eds.). (2012). <i>The SAGE handbook of political communication</i>. Sage.</p> <p>Tokgöz, O. (2020). <i>Siyasal iletişimi anlamak</i>. İstanbul: İmge.</p> <p>Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. <i>Journal of Communication</i>, 62(2), 363–379.</p> <p>Valenzuela, S., Arriagada, A., & Scherman, A. (2012). The social media basis of youth protest behavior: The case of Chile. <i>Journal of Communication</i>, 62(2), 299–314.</p> |
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Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---|
| 1. Week | Introduction |
| 2. Week | What is political communication? (Key Concepts and Terms) |
| 3. Week | Communication and democracy |
| 4. Week | Historical Development of Political Communication |
| 5. Week | Political Communication and Language, Rhetoric |
| 6. Week | Political Communication Actors |
| 7. Week | Types, Methods and Techniques of Political Communication |
| 8. Week | Midterm |
| 9. Week | Relationship of Political Communication with Other Disciplines |
| 10. Week | Political Campaigns and Propaganda |
| 11. Week | Effects of Political Communication |
| 12. Week | Examples of Political Communication in the World (East and/or Developing Countries) |
| 13. Week | Examples of Political Communication in the World (West and/or Developed Countries) |
| 14. Week | Political Communication in the Digital Age |
| 15. Week | Revision/ General Evaluation |
| 16. Week | Final Examination |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %0 |
| Participation | 14 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %40 |
| Final Exam | 1 | %60 |
| Total | 30 | %100 |
| Contribution of semester works to success points | 29 | %40 |
| Contribution of final exam to success points | 1 | %60 |
| Total | 30 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 30 | 30 |
| Final Exam (Study duration) | 1 | 40 | 40 |
| Total Workload | 30 | 76 | 154 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, | | | | | X |

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|---|---|---|--|---|---|
| economic and political background of these historical developments | | | | | |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | | X | | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | X | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | X | | | |
| 9. Students apply social science concepts to personal, social, and political issues | | X | | | |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | X | | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | X | | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | | X | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | X | | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER-VII

| | |
|---------|---------------------------------|
| NMC 401 | Digital Campaign Design |
| NMC 403 | Current Issues in New Media |
| NMC 405 | New Media and Journalism |
| NMC 407 | Cultural and Creative Economies |
| | Departmental Elective - 8 |

COURSE SYLLABUS DIGITAL CAMPAIGN DESIGN

| | |
|--------------------------|---|
| Course Name | Digital Campaign Design |
| Course Type | Required |
| Code | NMC - 401 |
| ECTS | 7 |
| Instructor (s) | |
| Prerequisites | - |
| Semestre | Fall |
| Course Content | The course would cover the basics of designing campaigns for new media platforms. Students would learn how to conduct market research and identify target audiences, and how to create effective messaging and creative content. They would also learn how to develop and execute a media strategy, and how to measure and analyze the results of their campaigns. |
| Learning Outcomes | <ul style="list-style-type: none"> ● Understand the basics of marketing and advertising. Students should be able to define marketing, advertising, and their different purposes. They should also be able to understand the different types of marketing campaigns and how they are used to achieve different goals. ● Learn about the different types of new media platforms. Students should be able to identify and describe the different types of new media platforms, such as social media, search engines, and mobile apps. They should also be able to understand how these platforms can be used to reach target audiences. ● Learn how to conduct market research and identify target audiences. Students should be able to use market research to identify target audiences and understand their needs and wants. They should also be able to develop personas for target audiences. ● Learn how to create effective messaging and creative content. Students should be able to develop effective messaging and creative content that resonates with target audiences. They should also be able to use different types of media to deliver their messages. ● Learn how to develop and execute a media strategy. Students should be able to develop and execute a media strategy that reaches target audiences with the right message at the right time. They should also be able to measure and analyze the results of their campaigns. |
| References | 1. Smith, P.R. and Zook, Z., 2019. Marketing Communications: Offline and Online Integration, Engagement and Analytics. 7th ed. London: Kogan Page. |

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| | <p>2. Chaffey, D. and Ellis-Chadwick, F., 2019. Digital Marketing: Strategy, Implementation and Practice. 7th ed. Harlow, England: Pearson.</p> <p>3. Kaplan, A.M. and Haenlein, M., 2020. Social Media Marketing. New York: Springer.</p> <p>4. Tuten, T.L. and Solomon, M.R., 2020. Social Media Marketing. 4th ed. London: Sage.</p> <p>5. Paine, K.D., 2011. Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement, and Key Relationships. New Jersey: John Wiley & Sons.</p> |
| Learning and teaching strategies | Lecturing, discussion, group work, presentation, homework assesment. |
| Evaluation | 8 Assignments 40% Midterm Assignment 20% Final Assignment 40% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 303 | Spring | 3 | 0 | 0 | 3 | 7 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face,distance learning) | Online | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, homework assesment. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | This course will explore the theories and application of new media campaigns. | | | | | | |
| Learning outcomes | <p>After taking this course students will be able to;</p> <ul style="list-style-type: none"> - Understand the Basics of Marketing and Advertising: Define the underlying principles and diverse objectives of marketing and advertising in the context of new media. - Identify Types of New Media Platforms: Gain proficiency in recognizing and articulating the utility of various new media platforms and their role in targeted advertising. - Conduct Market Research and Audience Identification: Acquire the capability to utilize market research tools to identify and analyze target audiences, further developing audience personas. - Create Effective Messaging and Content: Master the art and science of crafting compelling messaging and creative content that resonates deeply with target demographics. - Develop and Execute Media Strategies: Learn to formulate, deploy, and adapt media strategies that reach the intended audiences with precise timing and messaging. - Measure and Analyze Campaign Outcomes: Develop analytical acumen to measure key performance indicators (KPIs) and derive actionable insights from | | | | | | |

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| | campaign data. |
| Course Content | The course "Campaign Design for New Media" serves as an interdisciplinary exploration into the facets of crafting impactful marketing and advertising campaigns specifically geared toward new media platforms. The ascendancy of new media—encompassing social media networks, search engines, and mobile applications—presents both novel challenges and opportunities for the modern communicator. This course aims to provide students with a robust conceptual framework as well as applied skills, training them to become not just efficient marketers but also ethically responsible media professionals. |
| Mode of Delivery | Online |
| References | Smith, P.R. and Zook, Z., 2019. Marketing Communications: Offline and Online Integration, Engagement and Analytics. 7th ed. London: Kogan Page. Chaffey, D. and Ellis-Chadwick, F., 2019. Digital Marketing: Strategy, Implementation and Practice. 7th ed. Harlow, England: Pearson. Kaplan, A.M. and Haenlein, M., 2020. Social Media Marketing. New York: Springer. Tuten, T.L. and Solomon, M.R., 2020. Social Media Marketing. 4th ed. London: Sage. Paine, K.D., 2011. Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement, and Key Relationships. New Jersey: John Wiley & Sons. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1. Week | Week 1: Introduction to New Media and Digital Campaigns Understanding the evolution of new media and its impact on campaign design and marketing. Overview of digital marketing channels and their characteristics Introduction to key concepts, such as target audience, brand positioning, and campaign objectives |
| 2. Week | Week 2: Understanding and Targeting the Audience Understanding the basics of audience analysis, targeting methods, and setting audience related goals for campaigns. |
| 3. Week | Week 3: Market Research Fundamentals To equip students with the comprehensive skills and knowledge required to conduct, analyze, and apply market research in new media settings for effective campaign design and decision- making. |
| 4. Week | Week 4: Writing and Understanding a Brief To skillfully create and assess campaign briefs for new media, thereby facilitating precise goal-setting and ethical alignment among various stakeholders involved in a campaign. |
| 5. Week | Week 5: Crafting a Compelling Campaign Strategy Setting campaign goals and KPIs (Key Performance Indicators), developing a creative concept and messaging framework, aligning campaign strategy with the brand's overall marketing objectives. |
| 6. Week | Week 6: Content Creation and Storytelling Understanding how to create content that resonates with target audiences. |

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|-----------------|--|
| 7. Week | Week 7: Midterm project presentation |
| 8. Week | Week 8: Using AI in New Media Campaign Design Gaining the understanding and skills to leverage artificial intelligence technologies for optimizing campaign strategies, targeting, and analytics within the context of new media. |
| 9. Week | Week 8: Using AI in New Media Content Creation Gain the practical knowledge and skills to utilize artificial intelligence in generating, curating, and optimizing content for enhanced engagement and effectiveness in new media campaigns. |
| 10. Week | Week 11: Media Strategy – Planning and execution What are the fundamentals of media planning, how to approach new media in planning stages. How to execute media strategies? |
| 11. Week | Week 11: Measurement and Analytics Week One Understand metrics and KPIs to measure campaign success. |
| 12. Week | Week 12: Measurement and Analytics Week Two Understand metrics and KPIs to measure campaign success. |
| 13. Week | Week 13: Analyzing Campaign Results Learn to interpret data to gauge the effectiveness of a campaign. |
| 14. Week | Week 14: Course Review and Wrap-up |
| 15. Week | Final paper |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %0 |
| Participation | 14 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 8 | %40 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Paper | 2 | %60 |
| Final Exam | 1 | %40 |
| Total | 31 | %100 |
| Contribution of semester works to success points | 30 | %60 |
| Contribution of final exam to success points | 1 | %40 |
| Total | 31 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |

| | | | |
|---|----|-----|-----|
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 2 | 10 | 20 |
| Midterm Paper (Study duration) | 1 | 30 | 30 |
| Final Paper (Study duration) | 1 | 50 | 50 |
| Total Workload | 31 | 106 | 264 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | X |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
CURRENT ISSUES IN NEW MEDIA

| | |
|---|---|
| Course Name | Current Issues in New Media |
| Course Type | Required |
| Code | NMC 403 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Autumn |
| Course Content | This course will take a critical, theoretical, and practical approach to the examination of new media as a tool for challenging inequality and working toward goals of social justice. In addition to foundational readings on power, media, social change, network theories, and others, we will also have hands on opportunities to work in mediums such as blogging, video production, podcasting, and more, utilizing the resources available at Brown. The goal is for students to leave the course with an understanding of the cultural, political, and personal possibilities and limitations of social and new media in the realms of advocacy and social justice. |
| Learning Outcomes | After successful completion of the course, the student will be able to: The aim of this course is to deepen students knowledge of theories and approaches that deal with how Internet and social media (blogs, microblogs, wikis, social networking sites, filesharing sites, user-generated content sites, ect) shape society and are shaped by society and power structures at an advanced level. The task is to advance students' critical reflection capacities about the kind of society we live in and about the role of digital media in contemporary society. |
| References | |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, laboratory | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <ul style="list-style-type: none"> ▪ systematically and critically discuss, evaluate, and reflect on the key issues, debates, principles, concepts, and theories of Internet Research; ▪ employ and apply a wide range of concepts relating to Internet, social media and society; ▪ demonstrate an understanding and an ethical and critical appreciation of | | | | | | |

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|--------------------------|---|
| | <p>the importance of the Internet and social media in contemporary society;</p> <ul style="list-style-type: none"> ▪ use social media for disseminating journalistic information to the public and reflect on the journalistic use ▪ of social media; ▪ analyse and reflect on complex material in individual and group work; ▪ plan manage and write independent reflective research papers; ▪ systematically reflect on research literature; ▪ demonstrate oral skills in presentation, discussions and constructive |
| Learning outcomes | The aim of this course is to deepen students knowledge of theories and approaches that deal with how Internet and social media (blogs, microblogs, wikis, social networking sites, filesharing sites, user-generated content sites, ect) shape society and are shaped by society and power structures at an advanced level. The task is to advance students´critical reflection capacities about the kind of society we live in and about the role of digital media in contemporary society. |
| Course Content | This course examines the intersection between social media, politics and society, analyzing platforms like Facebook, Twitter, YouTube and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks and gendered issues including trolling and cyber-harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society. |
| Mode of Delivery | Face to face and distance learning when required |
| References | <p>Rosewarne, Lauren (2019). “#MeToo and the Reasons to Be Cautious”. In #MeToo and the Politics of Social Change, eds. Bianca Fileborn and Rachel Loney-Howes. New York: Palgrave, Macmillan: forthcoming.</p> <p>Briones, Rowena, Stephanie Madden and Melissa Janoske. (2013). “Kony 2012: Invisible Children and the Challenges of Social Media Campaigning and Digital Activism”. <i>Journal of Current Issues in Media and Telecommunications</i>, 5, 3: 205-234.</p> <p>Carlson, Tom, Göran Djupsund and Kim Strandberg. (2013). “Taking Risks in Social Media Campaigning: The Early Adoption of Blogging by Candidates”. <i>Scandinavian Political Studies</i>, 37, 1: 21-40.</p> <p>Dimitrova, Daniela V. and Matthews, Jörg. (2018). “Social Media in Political Campaigning Around the World: Theoretically Methodological Challenges”. <i>Journalism & Mass Communication Quarterly</i>, 95, 2: 333-342.</p> <p>Cacciatore, Michael A., Sara K. Yeo, Dietram A. Scheufele, Michael A. Xenos, Dominique Brossard, and Elizabeth A. Corley. (2018). “Is Facebook Making Us Dumber? Exploring Social Media Use as a Predictor of Political Knowledge”. <i>Journalism & Mass Communication Quarterly</i>, 95, 2: 404-424.</p> <p>Mallén, Agneta. (2016). “Stirring up virtual punishment: a case of citizen journalism, authenticity and shaming”. <i>Journal of Scandinavian Studies in Criminology and Crime Prevention</i>, 17, 1: 3-18.</p> <p>Jenkins, Elizabeth M. Zulfia Zaher, Stephanie A. Tikkanen and Jessica L. Ford. (2019). “Creative identity (Re)construction, Creative Community Building, and Creative Resistance: A Qualitative Analysis of Queer Ingroup Members’ Tweets after the Orlando Shooting”. <i>Computers in Human Behavior</i>, 101: 14-21.</p> <p>Rosewarne, Lauren. (2016). “The Market Economy of Love”. In <i>Intimacy on the Internet: Media Representations of Online Connections</i>. New York: Routledge, 5-40.</p> <p>Richey, Michelle, Aparna Gonibeed and Ravishankar. (2018). “The Perils and Promises of SelfDisclosure on Social Media”. <i>Information Systems Frontiers</i>, 20, 3:</p> |

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| | <p>426-437</p> <p>Brodie, Ian. (2018). "Pretend news, False news, Fake news: The Onion as Put-on, Prank, and legend". <i>Journal of American Folklore</i>, 131, 522:451-459.</p> <p>Mathew, Binny, Ritam Dutt, Pawan Goyal and Animesh Mukherjee. (2018). "Spread of hate speech in online social media". <i>International AAAI Conference on Web and Social Media (ICWSM)</i>, December: 1-8.</p> <p>Awan, Imran. (2017). "Cyber-Extremism: Isis and the Power of Social Media". <i>Social Science and Public Policy</i>, 54: 138-149.</p> <p>Koulouris, Theodore. (2018). "Online misogyny and the alternative right: debating the undebatable". <i>Feminist Media Studies</i>, 18, 4: 750-761.</p> <p>Hess, Kristy and Lisa Waller. (2014). "The digital pillory: media shaming of 'ordinary' people for minor crimes". <i>Continuum: Journal of Media & Cultural Studies</i>, 28, 1: 101-111.</p> |
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Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|--|
| 1. Week | Introduction |
| 2. Week | Course Overview |
| 3. Week | Social Media and Social Activism |
| 4. Week | Social Media and Political Campaigning |
| 5. Week | Social Media and Democratization of News |
| 6. Week | Social Media and Community Building |
| 7. Week | Mid-term I |
| 8. Week | Social Media and Identity Construction |
| 9. Week | Social Media and Fake News |
| 10. Week | Social Media and Hate Speech |
| 11. Week | Social Media and Terrorist Networks |
| 12. Week | Social Media and Gender Harassment |
| 13. Week | Social Media and Public Shaming |
| 14. Week | Term evaluation |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %20 |
| Final Exam | 1 | %60 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 3 | 0 | 0 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 4 | 56 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | 2 | 5 | 10 |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 36 | 57 | 153 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |

| | | | | | |
|---|--|--|--|--|---|
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | X |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | X |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
NEW MEDIA AND JOURNALISM

| | |
|---|--|
| Course Name | New Media and Journalism |
| Course Type | Required |
| Code | NMC 403 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | |
| Semestre | Fall |
| Course Content | The content of this course is an introduction to new media journalism. Students will observe the historical development and shaping of journalism. Students will develop their research and critical thinking skills, gain basic writing knowledge and skills for journalism and the ability to develop a perspective towards journalism in the context of new media technologies. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Recognize basic concepts and applications of journalism. - Analyze, interpret news with a critical approach. - Summarize the history of journalism and its transformation in the era of new media. - Identify the social and cultural dynamics of the journalism practice and recognize its relation to new media. |
| References | The Online Journalism Handbook: How to Survive and Thrive in the Digital Age., Bradshaw, Paul and Liisa Rohumaa. , 2011, London: Routledge Journalism Next: A Practical Guide to Digital Reporting and Publishing, Briggs, Mark, 2012, 2nd Ed., New York: CQ Press |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Participation, Homework assessments, Presentations |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 403 | Fall | 3 | 0 | 0 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, discussion and homework assesment. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | The goal of this course is to provide an introduction to new media journalism by developing students' research and critical thinking skills and gaining writing and reading skills for journalism. | | | | | | |

| | |
|--------------------------|--|
| Learning outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Recognize basic concepts and applications of journalism. - Analyze, interpret news with a critical approach. - Summarize the history of journalism and its transformation in the era of new media. - Identify the social and cultural dynamics of the journalism practice and recognize its relation to new media. |
| Course Content | The content of this course is an introduction to new media journalism. Students will observe the historical development and shaping of journalism. Students will develop their research and critical thinking skills, gain basic writing knowledge and skills for journalism and the ability to develop a perspective towards journalism in the context of new media technologies. |
| References | The Online Journalism Handbook: How to Survive and Thrive in the Digital Age., Bradshaw, Paul and Liisa Rohumaa, 2011, London: Routledge Journalism Next: A Practical Guide to Digital Reporting and Publishing, Briggs, Mark, 2012, 2nd Ed., New York: CQ Press |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---|
| 1. Week | Introduction to the course |
| 2. Week | Principles of Journalism |
| 3. Week | News, Society, Digitization and Journalism |
| 4. Week | Digital and social media environment, new media economy |
| 5. Week | News writing traditionally vs News writing in digital contexts, finding leads and sources online |
| 6. Week | News sources & OSINT & Fact checking |
| 7. Week | Writing for web |
| 8. Week | Midterm |
| 9. Week | Social media and journalism, youtube journalism Newsletters and curation |
| 10. Week | Mobile journalism |
| 11. Week | Podcasting and audio journalism |
| 12. Week | Data Journalism and visualization |
| 13. Week | AI and Automation in Journalism |
| 14. Week | Interactivity and interactive storytelling in journalism |

| | |
|-----------------|---|
| 15. Week | Critical Approaches Ethics in Digital Journalism |
| 16. Week | Finals |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Laboratory | 0 | %0 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %20 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %40 |
| Final Exam | 1 | %50 |
| Total | 4 | %100 |
| Contribution of semester Works to success points | | |
| Contribution of final exam to success points | | |
| Total | | |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 2 | 12,5 | 25 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 40 | 40 |
| Total Workload | 31 | 132 | 169 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|----------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |

| | | | | | |
|---|--|---|---|---|---|
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | | | X | |
| 4. Students create media content by applying principals of visual aesthetics | | X | | | |
| 5. Students analyze media texts and learn media literacy | | | | | X |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | X | |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | | X |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | X | | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | | X | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | X | | | |
| 12. Students acquire knowledge about new media professions and the sector | | | X | | |
| 13. Students learn qualitative and quantitative research methods | | X | | | |
| 14. Students acquire competence of conducting independent research | | | X | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
CULTURAL AND CREATIVE ECONOMIES

| | |
|---|--|
| Course Name | Cultural and Creative Economies |
| Course Type | Required |
| Code | NMC 407 |
| ECTS | 6 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Autumn |
| Course Content | Main objective of this course is to trace the development of the Cultural and Creative Industries as an idea and as concept and to identify the key points of changes within it in relations with contemporary digital connected world. Another important task of this course is to provide the deep understanding of the difference between cultural and symbolic meaning products (such as films, recorded music, book and periodicals, online media content etc) and other kind of goods. |
| Learning Outcomes | <p>After successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> Is familiar with main theoretical works in field of cultural industry theories Able to trace the change in theories due to the changing media landscape Able explain the principle of uncertain value of cultural and artistic work Distinguish core models of curbing risks in field of cultural industries Distinguish core models of functioning of media and cultural products and able to apply them for particular media and cultural products and businesses Establish the periodicity of reproducible mediums Expressing main features of immaterial distribution of cultural forms and shift of it in digital age Express the financial dynamics of the concentration in field of culture Distinguish vertical, horizontal and corporate concentration in field of cultural industries Make the distinction between the concept of cultural industries and creative industries Analyzes the creative industries as policy and as ideology Distinguish different approaches to the regulation of culture Able to express why culture is the public good |
| References | Ortiz, M.-O., Flores, M., & Santoyo, A. (2019). <i>Cultural and Creative Industries: A Path to Entrepreneurship and Innovation</i> . New York: Springer Publishing. |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|------------------------|---------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 407 | Autumn | 0 | 0 | 3 | 3 | 6 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |

| | |
|---|--|
| Course Type | Required |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required |
| Learning and teaching strategies | Lecture, laboratory |
| Instructor (s) | |
| Course objective | <ul style="list-style-type: none"> - explain and interrogate the concepts of culture, creativity and entrepreneurship and the relationships between them - place culture, creativity and enterprise within a range of cultural, social and economic contexts - interrogate the professional, organizational and institutional implications of the roles of creativity and entrepreneurship - explain, interrogate and apply business models, concepts and theories to arts, cultural industries and creative industries - develop a critically informed approach to understanding professional - development issues in relationship to creative entrepreneurship in the cultural field |
| Learning outcomes | 1. Identify and describe creative industries; |
| | 2. Employ cultural studies theories, concepts, and methods to analyse policy issues related to different kinds of cultural and creative industries; |
| | 3. Apply knowledge and theories to social, cultural, and professional issues in cultural and creative industries; |
| | 4. Explain how media-based creative industries are structured, and what they are contributing to the creative economy. |
| Course Content | Creative and cultural industries in historical perspective The creative worker in the contemporary world Old and new media in the creative economy |
| Mode of Delivery | Face to face and distance learning when required |
| References | <p><i>Industries: A Path to Entrepreneurship and Innovation</i>. New York: Springer Publishing.</p> <p>Hesmondhalgh, D. (2007) "Organisation and Cultural Work" in <i>The Cultural Industries</i>, 2nd Ed. London: SAGE.</p> <p>Hartley, J. (2009) "From the Consciousness Industry to the Creative Industries: Consumer-Created Content, Social Network Markets, and the Growth of Knowledge" in J. Holt and A. Perren (Eds) <i>Media Industries: History, Theory, and Method</i>. London: Wiley-Blackwell.</p> <p>Bilton, C. (2011). "The Management of the Creative Industries: From Content to Context" in M. Deuze (ed) <i>Managing Media Work</i>. London: SAGE, pp. 31-42.</p> |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|--------|--|
| 1.Week | Class introduction |
| 2.Week | History, Origin and Development of the CCI |
| 3.Week | Theorize Cultural Industries - I |

| | |
|----------------|--|
| 4.Week | Theorize Cultural Industries - II |
| 5.Week | Moving Forward from Cultural Industries to Creative Industries |
| 6.Week | Theorize Creative Industries |
| 7.Week | Mid-term I |
| 8.Week | Entrepreneur and Cultural Labor |
| 9.Week | New Media and Digital Disruption |
| 10.Week | Intellectual Property & Creative Innovation |
| 11.Week | Cultural and Creative Industries in Turkey |
| 12.Week | Cultural and Creative Industries in Europe |
| 13.Week | Invited Industry Guest Lecture |
| 14.Week | Student presentation and review |
| 15.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 0 | % 0 |
| Presentation | 0 | % 0 |
| Project | 0 | % 0 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |
| Final Exam | 1 | % 60 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | % 70 |
| Contribution of final exam to success points | 1 | % 30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 3 | 12 | 36 |

| | | | |
|---|----|----|-----|
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 42 | 54 | 165 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

SEMESTER-VIII

| | |
|---------|-----------------------|
| NMC 402 | Professional Practice |
| NMC 404 | Graduation Project |

COURSE SYLLABUS GRADUATION PROJECT

| | |
|---|---|
| Course Name | Graduation Project |
| Course Type | Required |
| Code | NMC 404 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | Fall |
| Course Content | Ankara Science University designates a specific theme for each academic year, and graduating students are expected to develop their projects within the framework of this theme. This tradition aims to enhance students' research and creative skills while fostering awareness of contemporary social issues. Depending on their areas of expertise, students produce content in various formats, such as infographic campaigns, podcast series, documentary films, websites, or social media campaigns. These projects are evaluated by a jury composed of faculty members from the Department of New Media and Communication, based on criteria such as depth of research and analysis, creativity and innovation in project development, clarity of communication, and visual effectiveness. Furthermore, students are encouraged to submit these works to annual competitions open to communication students, with faculty members providing the necessary mentorship throughout the application process. |
| Learning and teaching strategies | Project design |
| Evaluation | Presentation & Jury |
| Course Language | English |

Previous projects

Theme: Water

Communication Strategies and Campaigns Related to Water:

- Evaluate past water campaigns to see how effective they were.
- Look at how the media talks about water problems.
- Come up with ways to talk about water issues that will get more people interested and involved.

Digital Media and Technology in Water-related Initiatives:

- Explore how technology can help improve access to clean water.
- Create a campaign or website to help people manage water better.
- Use social media to spread the word about water issues and get people involved.

Water and Culture:

- Learn about how different cultures think about water.
- Analysis of myths, legends, and rituals related to water.
- The influence of water culture and narratives on media.
- Comparative analysis of different cultures' approaches to water resources.
- See how stories and traditions about water affect what people think.

Media Coverage of Water Crises:

- Study how the news talks about water problems.
- Look at how people talk about water issues on social media.
- Think about how the media can help solve water problems.

By integrating these suggestions with the Sustainable Development Goals, students in the New Media and Communication department can leverage their skills and expertise to create impactful projects that contribute to global sustainability efforts while also fulfilling the requirements of their graduation projects.

Under each topic, students should be encouraged to conduct research, review existing literature, engage in fieldwork, and collect data. The project outcomes should contribute to fundamental topics such as the importance, management, access, and conservation of water. Additionally, the project should consider relevant social, cultural, and environmental factors.

You can create:

Infographic Campaign: Create a series of visually engaging infographics to promote water conservation practices. Illustrate easy-to-follow tips for reducing water usage in households, schools, or communities.

Podcast Series: Produce a podcast series discussing sustainable water management practices and innovative solutions to water-related challenges. Interview experts, share success stories, and raise awareness about the importance of preserving water resources.

Documentary Filmmaking: Produce documentary films that highlight the importance of water conservation and sustainable management practices. Use storytelling techniques to raise awareness about threats to water ecosystems, such as pollution or over-extraction, and showcase innovative solutions for protecting water resources and biodiversity. Connect your documentaries with SDGs 14 and 15, which focus on the conservation of life below water and life on land.

Interactive Storytelling: Develop an interactive storytelling project that highlights the importance of biodiversity conservation in water ecosystems. Use multimedia elements to engage users in exploring the interconnectedness of water habitats and promoting conservation efforts.

Social Media Campaign: Launch a social media campaign to raise awareness about water issues and promote responsible water usage behaviors. Share informative posts, interactive quizzes, and user-generated content to engage audiences and inspire action towards achieving SDG 6 targets.

Website: Create an interactive website providing information on water access, sanitation, and hygiene practices. Include resources, educational materials, and interactive tools to empower users to make informed decisions and support efforts to achieve SDG.

Project Guidelines:

- Conduct thorough research, review existing literature, and engage in fieldwork as needed.
- Consider social, cultural, and environmental factors in project development.
- Ensure alignment with SDG 6 and other relevant SDGs.

- Present findings and recommendations in a clear, visually appealing manner.

Assessment Criteria:

Projects will be evaluated based on:

- Depth of research and analysis.
- Creativity and innovation in project development.
- Alignment with project objectives and SDGs.
- Clarity and effectiveness of communication.

Timeline:

- Project Proposal: March 8, 2024
- Research and Development Phase: [March 8, 2024 – April 27, 2024]
- Presentation of Findings: May 4, 2024
- Final Project Submission: June 7, 2024

SYLLABUSES FOR THE DEPARTMENTAL ELECTIVES

| | |
|----------------|---|
| FAD 455 | Organizational Communication |
| FAD 454 | Digital Games and Culture |
| FAD 456 | Urban Sociology |
| FAD 451 | Popular Culture |
| FAD 453 | Utopias and Dystopias |
| FAD 457 | Media Audiences |
| FAD 325 | Advanced Photography |
| FAD 327 | Web Series Production |
| FAD 459 | Art of Storytelling |
| FAD 452 | Creativity and Labour |
| FAD 461 | Entrepreneurship in Creative Industries |
| FAD 460 | Visual Communication |
| FAD 466 | Art and Science |
| FAD 432 | Transcending Concepts in Contemporary Art |
| FAD 424 | Film Genres |
| FAD 422 | Film Adaptation |
| FAD 420 | Transmedia Storytelling |
| FAD 462 | Anthropology of Social Media |
| FAD 463 | Media Critics |
| FAD 464 | Perspectives on TV Series |
| FAD 466 | Culture Industry |
| FAD 320 | Chaos, Crisis and Communication |
| FAD 332 | Implicit Representations Workshop |
| FAD 321 | Game Based Strategies |
| FAD 448 | Podcasting |
| FAD 330 | Photography and Visual Narratives |
| FAD 466 | Psychoanalysis and Culture |

COURSE SYLLABUS
ORGANIZATIONAL COMMUNICATION

| | |
|--------------------------|--|
| Course Name | Organizational Communication |
| Course Type | Elective |
| Code | FAD 455 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | |
| Course Content | The scope of this course involves topics like; company culture, organizational behaviour, corporate communications, stakeholder management and public&government relations. The course also provides an explanation of the communication tools the management uses to turn business into the desired professional organization in today's competitive business environment. The course aims to combine theory and practice through various methods. To help students develop a broad perspective of the concept, it includes industry case studies. Through direct contact with distinguished guests including entrepreneurs, top-level executives and managers, students find the opportunity to get acquainted with significant real-life experience and proven track records. |
| Learning Outcomes | Having accomplished this course; <ul style="list-style-type: none"> - Students can develop awareness of different types of stakeholders involved in corporate business environment. - The students can understand and define the fundamentals of company culture and corporate communications. - Students can understand the essence of corporate communications as a practical discipline within the organization; be aware of its functions, strategies and particular techniques. - Students become eligible of developing and/or critically evaluating a proper and sustainable company culture in corporate life. - Students can observe and interpret company culture development in process and corporate communications in action, thus can understand how these concepts are practiced. |
| References | Jay A. Conger. (1998) The Necessary Art of Persuasion. Harvard Business Review May-June 1998; 84-95. PDF copy available: https://depts.washington.edu/edgh/namibia-lio/files/necessary_art_of_persuasion.pdf The Case Study Handbook: How to Analyze, Discuss, and Write Persuasively About Cases, rev.ed. (2018) by William Ellet, How to Prepare and Discuss Cases (pp. 95–110) PDF copy available Boston: Harvard Business Review Press The Public Relations Handbook, 2nd ed. (2001) by Alison Theaker, Routledge; PDF copy available Global Public Relations: Spanning Borders, Spanning Cultures by Alan R. Freitag; Public Relations and Social Theory: Key Figures and Concepts (2007) by Øyvind Ihlen, Routledge Communication Series; PDF copy available Online resources: About PR in general: https://apps.prsa.org/AboutPRSA/PublicRelationsDefined/Readings on Global PR: http://www.instituteforpr.org/global-public-relations/ |
| Learning and | Lecturing, Knowledge Sharing from industry professionals, Seminars, |

| | |
|----------------------------|---|
| teaching strategies | Discussions, Individual studies |
| Evaluation | Attendance and participation in class 20%, Assignment 20%, Midterm 25% and final exam 35% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|--|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | FAD 455 | | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face,distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecturing, Knowledge Sharing from industry professionals, Seminars, Discussions, Individual studies | | | | | | |
| Instructor(s) | | | | | | | |
| Course objective | The main objective of the course is to explain the importance of proper implementation of; stakeholders management, corporate communication tools and company culture development methods. | | | | | | |
| Learning outcomes | <p>Having accomplished this course;</p> <ul style="list-style-type: none"> - Students can develop awareness of different types of stakeholders involved in corporate business environment. - The students can understand and define the fundamentals of company culture and corporate communications. - Students can understand the essence of corporate communications as a practical discipline within the organization; be aware of its functions, strategies and particular techniques. - Students become eligible of developing and/or critically evaluating a proper and sustainable company culture in corporate life. - Students can observe and interpret company culture development in process and corporate communications in action, thus can understand how these concepts are practiced. | | | | | | |
| Course Content | <p>The scope of this course involves topics like; company culture, organizational behaviour, corporate communications, stakeholder management and public&government relations. The course also provides an explanation of the communication tools the management uses to turn business into the desired professional organization in today's competitive business environment.</p> <p>The course aims to combine theory and practice through various methods. To help students develop a broad perspective of the concept, it includes industry case studies. Through direct contact with distinguished guests including entrepreneurs, top-level executives and managers, students find the opportunity to get acquainted with significant real-life experience and proven track records.</p> | | | | | | |
| Mode of Delivery | Face to face and distance learning when required | | | | | | |
| References | Jay A.Conger. (1998) The Necessary Art of Persuasion. Harvard Business Review May-June 1998; 84-95. PDF copy available: https://depts.washington.edu/edgh/namibia- | | | | | | |

| | |
|--|--|
| | <p>lio/files/necessary_art_of_persuasion.pdf</p> <p>The Case Study Handbook: How to Analyze, Discuss, and Write Persuasively About Cases, rev.ed. (2018) by William Ellet, How to Prepare and Discuss Cases (pp. 95– 110) PDF copy available Boston: Harvard Business Review Press</p> <p>The Public Relations Handbook, 2nd ed. (2001) by Alison Theaker, Routledge; PDF copy available Global Public Relations: Spanning Borders, Spanning Cultures by Alan R. Freitag;</p> <p>Public Relations and Social Theory: Key Figures and Concepts (2007) by Øyvind Ihlen, Routledge Communication Series; PDF copy available Online resources: About PR in general: https://apps.prsa.org/AboutPRSA/PublicRelationsDefined/ Readings on Global PR: http://www.instituteforpr.org/global-public-relations/</p> |
|--|--|

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---|
| 1. Week | General Introduction – Ice breaking with students |
| 2. Week | Definitions |
| 3. Week | The Evolution of the concepts |
| 4. Week | Organizational Culture |
| 5. Week | Organizational Culture The Role of HR in developing the Organizational Culture Real life experience - knowledge sharing from industry professionals |
| 6. Week | Stakeholder Management – Internal&External |
| 7. Week | Practicing Stakeholder Management Real life experience - knowledge sharing from industry professionals |
| 8. Week | Midterm / Assignment |
| 9. Week | Corporate Communications – General |
| 10. Week | Internal Communication Methods |
| 11. Week | Practicing Corporate Communications |
| 12. Week | Public and Government Relations |
| 13. Week | Practicing Public and Government Relations Real life experience - knowledge sharing from industry professionals |
| 14. Week | Ethical and Legal Environment in global level: Communication Government & Public Relations, |
| 15. Week | General Evaluation |
| 16. Week | Final examination |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %20 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %20 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %25 |
| Final Exam | 1 | %35 |
| Total | 18 | %100 |
| Contribution of semester Works to success points | 17 | %65 |
| Contribution of final exam to success points | 1 | %35 |
| Total | 18 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 20 | 20 |
| Homework assignment | 2 | 10 | 20 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 33 | 86 | 164 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |

| | | | | | |
|---|--|--|--|--|---|
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | X |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
URBAN SOCIOLOGY

| | |
|--------------------------|--|
| Course Name | Urban Sociology |
| Course Type | Elective |
| Code | FAD 456 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | - |
| Semestre | |
| Course Content | This course offers an introduction to the field of urban sociology, examining the social dynamics, structures, and challenges of urban life. Students will explore key concepts and theories that help explain the complexities of cities, as well as engage with empirical research on various urban issues both in the past and current environments. Topics covered include urbanization, urban social theory, urban development, social inequality, urban culture, and conflicts. The course requires regular reading, writing, and presentation exercises. It is open to students from all disciplines and levels of experience. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - develop a comprehensive understanding of the fundamental concepts and theories in urban sociology. - analyze the historical and contemporary processes of urbanization and their impact on society. - apply sociological perspectives to real-world urban issues and case studies. - explore the cultural, political, and economic dimensions of urban life. |
| References | Wirth, L. (1938). Urbanism as a way of life. <i>American Journal of Sociology</i> , 44(1), 1-24. |
| | <p>Mumford, L. (1937). What is a city? In R. Sennett (Ed.), <i>Classic essays on the culture of cities</i> (pp. 90-98). Prentice Hall. (Original work published in 1937)</p> <p>Mumford, L. (1938). <i>The culture of cities</i>. Harcourt, Brace and Company.</p> <p>Simmel, G. (1903). The metropolis and mental life. In K. Wolff (Ed.), <i>The sociology of Georg Simmel</i> (pp. 409-424). Free Press. (Original work published in 1903)</p> <p>Castells, M. (1983). Is there an urban sociology? <i>International Journal of Urban and Regional Research</i>, 7(1), 3-37.</p> <p>Lefebvre, H. (2003). Seen from the window. In S. Elden & G. Moore (Eds.), <i>Henri Lefebvre: Key writings</i> (pp. 155-164). Continuum.</p> <p>Merrifield, A. (2002). Whither urban studies? <i>City</i>, 6(1), 119-126.</p> <p>Sennett, R. (1973). The classical schools of urban studies: An introduction. In R. Sennett (Ed.), <i>Classic essays on the culture of cities</i> (pp. 3-20). Prentice Hall.</p> <p>Harvey, D. (1978). <i>Marxism and the city</i>. University of Georgia Press.</p> <p>Merrifield, A. (2002). <i>Urban revolution</i>. University of Minnesota Press.</p> <p>Fraser, N. (1990). Rethinking the public space: A contribution to the critique of actually existing democracy. <i>Social Text</i>, 25/26, 56- 80.</p> <p>Weber, M. (1958). The nature of the city. In M. Weber, <i>The city</i> (pp. 80-101). Free Press.</p> <p>Engels, F. (1845). The great towns. In K. Marx & F. Engels, <i>The condition of the working class in England</i> (pp. 81-201). Oxford University Press. (Original work published in 1845)</p> <p>Weber, M. (1958). The disenchantment of modern life. In M. Weber, <i>The</i></p> |

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|---|--|
| | city (pp. 155-181). Free Press. |
| Learning and teaching strategies | Lecturing, discussion, homework assessment. |
| Evaluation | Participation and attendance 20% Assignment 1: 5% Assignment 2: 5% Midterm paper 30% Final paper 40% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Urban Sociology | FAD 456 | | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, homework assessment. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | This course aim to provide students with a well-rounded understanding of urban sociology and equip them with the skills to analyze and engage with urban issues in a sociological context. They encourage critical thinking, analytical skills, and a broader perspective on urban life and society. | | | | | | |
| Learning outcomes | <p>After taking this course students will be able to;</p> <ul style="list-style-type: none"> - develop a comprehensive understanding of the fundamental concepts and theories in urban sociology. - analyze the historical and contemporary processes of urbanization and their impact on society. - apply sociological perspectives to real-world urban issues and case studies. - explore the cultural, political, and economic dimensions of urban life. | | | | | | |
| Course Content | This course offers an introduction to the field of urban sociology, examining the social dynamics, structures, and challenges of urban life. Students will explore key concepts and theories that help explain the complexities of cities, as well as engage with empirical research on various urban issues both in the past and current environments. Topics covered include urbanization, urban social theory, urban development, social inequality, urban culture, and conflicts. The course requires regular reading, writing, and presentation exercises. It is open to students from all disciplines and levels of experience. | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| References | <p>Wirth, L. (1938). Urbanism as a way of life. <i>American Journal of Sociology</i>, 44(1), 1-24.</p> <p>Mumford, L. (1937). What is a city? In R. Sennett (Ed.), <i>Classic essays on the culture of cities</i> (pp. 90-98). Prentice Hall. (Original work published in 1937)</p> <p>Mumford, L. (1938). <i>The culture of cities</i>. Harcourt, Brace and Company.</p> <p>Simmel, G. (1903). The metropolis and mental life. In K. Wolff (Ed.), <i>The sociology of Georg Simmel</i> (pp. 409-424). Free Press. (Original work published in</p> | | | | | | |

1903)

Castells, M. (1983). Is there an urban sociology? *International Journal of Urban and Regional Research*, 7(1), 3-37.

Lefebvre, H. (2003). Seen from the window. In S. Elden & G. Moore (Eds.), *Henri Lefebvre: Key writings* (pp. 155-164). Continuum.

Merrifield, A. (2002). Whither urban studies? *City*, 6(1), 119-126.

Sennett, R. (1973). The classical schools of urban studies: An introduction. In R. Sennett (Ed.), *Classic essays on the culture of cities* (pp. 3- 20). Prentice Hall.

Harvey, D. (1978). *Marxism and the city*. University of Georgia Press.

Merrifield, A. (2002). *Urban revolution*. University of Minnesota Press.

Fraser, N. (1990). Rethinking the public space: A contribution to the critique of actually existing democracy. *Social Text*, 25/26, 56-80.

Weber, M. (1958). The nature of the city. In M. Weber, *The city* (pp. 80- 101). Free Press.

Engels, F. (1845). The great towns. In K. Marx & F. Engels, *The condition of the working class in England* (pp. 81-201). Oxford University Press. (Original work published in 1845)

Weber, M. (1958). The disenchantment of modern life. In M. Weber, *The city* (pp. 155-181). Free Press.

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---|
| 1. Week | Introduction: Course and syllabus overview |
| 2. Week | What is a city? - Thinking about cities and why cities matter |
| 3. Week | History of cities and urban settlements |
| 4. Week | The 19th century city |
| 5. Week | Modern city |
| 6. Week | What is urbanism? |
| 7. Week | Post-WWII urbanization |
| 8. Week | Midterm Exam |
| 9. Week | Contemporary urban sociology |
| 10. Week | Global city |
| 11. Week | Intersectional city |
| 12. Week | Everyday city |
| 13. Week | City and culture |

| | |
|-----------------|--------------------|
| 14. Week | City as commodity |
| 15. Week | General Evaluation |
| 16. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Participation | 14 | % 10 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 2 | % 10 |
| Presentation | 0 | % 0 |
| Project | 0 | % 0 |
| Seminar | 0 | % 0 |
| Mid-term Paper | 1 | % 30 |
| Final Exam | 1 | % 40 |
| Total | 32 | % 100 |
| Contribution of semester works to success points | 31 | % 60 |
| Contribution of final exam to success points | 1 | % 40 |
| Total | 32 | % 100 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|----------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |

* 1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest

COURSE SYLLABUS
POPULAR CULTURE

| | |
|---|--|
| Course Name | Popular Culture |
| Course Type | Elective |
| Code | FAD 451 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | |
| Semestre | Spring |
| Course Content | The course extensively explores popular culture to examine its role beyond entertainment, portraying it as a mirror of cultural values and a creator of cultural importance. It scrutinizes popular culture as key economic, political, and social elements, seeking to understand how both its creation and consumption shape and are shaped by our daily lives. Essentially, the course endeavors to interpret the societal messages embedded in popular culture and the reciprocal influence between culture and society. |
| Learning Outcomes | After taking this course students will be able to; <ul style="list-style-type: none"> - Recognize popular culture's multifaceted role as a reflection of cultural values and a generator of cultural significance. -Apply diverse methods and theoretical frameworks to analyze popular culture's production, political economy, representation, and audience reception. -Critically evaluate popular culture texts in relation to societal issues, discerning power dynamics and ideological constructs. -Develop theoretical and methodological tools to engage with popular culture, provoke thought, and advocate for change within the cultural sphere. |
| References | Adorno, T. (2004). Culture industry reconsidered. <i>The city cultures reader</i> . London: Routledge. Benjamin, W. (2008). <i>The work of art in the age of its technological reproducibility, and other writings on media</i> . Harvard University Press. Benjamin, W. (1970). The author as producer. <i>New Left Review</i> , (62), 83. Berger, A. A. (1995). <i>Cultural criticism: A primer of key concepts</i> (Vol. 4). Sage. Berger, A. A. (1997). <i>Narratives in popular culture, media, and everyday life</i> . Sage. Hall, S. (2007). Encoding and decoding in the television discourse. In <i>CCCS selected working papers</i> (pp. 402-414). Routledge. Seabrook, J. (2000). <i>Nobrow: The Culture of Marketing + The Marketing of Culture</i> . Knopf Doubleday Publishing Group. Williams, R. (1995). <i>The sociology of culture</i> . University of Chicago Press. Williams, R. (2014). <i>Keywords: A vocabulary of culture and society</i> . Oxford university press. |
| Learning and teaching strategies | Lecturing, discussion, homework assessment. |
| Evaluation | Participation and attendance 20% Assignment 1: 5% Assignment 2: 5% Midterm paper 30% Final paper 40% |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Popular Culture | FAD 451 | Fall | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, homework assessment. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | To analyze the creation and consumption of popular culture, examining its multifaceted roles as economic, political, and social artifacts, and to interpret the reciprocal influences between popular culture and societal dynamics. | | | | | | |
| Learning outcomes | <p>After taking this course students will be able to;</p> <ul style="list-style-type: none"> - Recognize popular culture's multifaceted role as a reflection of cultural values and a generator of cultural significance. -Apply diverse methods and theoretical frameworks to analyze popular culture's production, political economy, representation, and audience reception. -Critically evaluate popular culture texts in relation to societal issues, discerning power dynamics and ideological constructs. -Develop theoretical and methodological tools to engage with popular culture, provoke thought, and advocate for change within the cultural sphere. | | | | | | |
| Course Content | The course extensively explores popular culture to examine its role beyond entertainment, portraying it as a mirror of cultural values and a creator of cultural importance. It scrutinizes popular culture as key economic, political, and social elements, seeking to understand how both its creation and consumption shape and are shaped by our daily lives. Essentially, the course endeavors to interpret the societal messages embedded in popular culture and the reciprocal influence between culture and society. | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| References | <p>Adorno, T. (2004). Culture industry reconsidered. <i>The city cultures reader</i>. London: Routledge.</p> <p>Benjamin, W. (2008). <i>The work of art in the age of its technological reproducibility, and other writings on media</i>. Harvard University Press.</p> <p>Benjamin, W. (1970). The author as producer. <i>New Left Review</i>, (62), 83.</p> <p>Berger, A. A. (1995). <i>Cultural criticism: A primer of key concepts</i> (Vol. 4). Sage.</p> <p>Berger, A. A. (1997). <i>Narratives in popular culture, media, and everyday life</i>. Sage.</p> <p>Hall, S. (2007). Encoding and decoding in the television discourse. In <i>CCCS selected working papers</i> (pp. 402-414). Routledge.</p> <p>Seabrook, J. (2000). <i>Nobrow: The Culture of Marketing + The Marketing of Culture</i>. Knopf Doubleday Publishing Group.</p> <p>Williams, R. (1995). <i>The sociology of culture</i>. University of Chicago Press.</p> <p>Williams, R. (2014). <i>Keywords: A vocabulary of culture and society</i>. Oxford university</p> | | | | | | |

press.

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|--|
| 1. Week | Introduction: Course and syllabus overview |
| 2. Week | Keywords in Popular Culture Studies I |
| 3. Week | Keywords in Popular Culture Studies II |
| 4. Week | Keywords in Popular Culture Studies III |
| 5. Week | Meaning Production I |
| 6. Week | Meaning Production II |
| 7. Week | Analyzing Popular Culture |
| 8. Week | Midterm Exam |
| 9. Week | Analyzing Popular Culture II |
| 10. Week | Highbrow vs Lowbrow |
| 11. Week | Nobrow |
| 12. Week | Audience(s) |
| 13. Week | Consumption Culture |
| 14. Week | Entertainment vs Media |
| 15. Week | General Evaluation |
| 16. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|-----------------------|---------------|---------------------|
| Attendance | 14 | %10 |
| Participation | 14 | %10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 2 | %10 |
| Presentation | 0 | %0 |

| | | |
|--|----|------|
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Paper | 1 | %30 |
| Final Exam | 1 | %40 |
| Total | 32 | %100 |
| Contribution of semester works to success points | 31 | %60 |
| Contribution of final exam to success points | 1 | %40 |
| Total | 32 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Workload |
|---|--------|-----------------|----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | 2 | 5 | 10 |
| Midterm Paper (Study duration) | 1 | 30 | 30 |
| Final Paper (Study duration) | 1 | 50 | 50 |
| Total Workload | 32 | 86 | 174 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
UTOPIAS AND DYSTOPIAS

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Utopias And Dystopias | FAD 453 | Spring | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | Lecture, Discussion, Question and Answer, Practice (Mindmap workshop, collective board/ by Miro, reflection paper, presentation) | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <p>This course explores an introduction to utopian and anti-utopian discourse, while examining their historical roots, representations in various disciplines, and cultural significance. Imagined societies, perfect society, social dreaming and the pursuit of the ideal will be unfolded within their intertwinement to myriad of disciplines (politics, economy, technology, gender, architecture, art etc). Through an interdisciplinary approach, students will analyze a variety of utopian and dystopian sources starting from the production of the concept utopia by Thomas More to the reproduction of the concept in the 21st century.</p> <p>Through an interdisciplinary approach, students will analyze a variety of production including the concerns of totalitarian regimes, dystopian fiction, environmental degradation, racial issues, gender issues, and technological development. By the end of the course, students will develop a nuanced understanding of utopian and dystopian thought, enabling them to critically evaluate the potentialities and conflicts of utopian ideals and dystopian warnings in diverse eras.</p> | | | | | | |
| Learning outcomes | <p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Understand the historical development and philosophical foundations of utopian and dystopian thought. • Learn the terminology of utopia and dystopia. • Analyze key texts in the utopian and dystopian genre, including literary, cinematic, architectural and theoretical works. • Gain the ability to critically analyze and discuss utopian and dystopian works. • Examine the socio-political, economic, and technological aspects of utopian and dystopian societies. • Explore the cultural significance and contemporary relevance of utopian and dystopian narratives. • Form a relationship between historical, social, economic and cultural context and utopia/ dystopia. • Analyze a specific work of utopia and dystopia related to own area of specialism • Use research methods to investigate an area of practice, with consideration of research ethics • Present research findings, through written work, visually and orally. • Develop critical thinking and analytical skills through close reading, discussion, and written assignments. | | | | | | |

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|--------------------------|--|
| <p>References</p> | <ul style="list-style-type: none"> • Claeyns, Gregory and Lyman Tower Sargent, eds. <i>The Utopia Reader</i>. New York UP, 1999. • Sargent, Lyman Tower. "The Three Faces of Utopianism Revisited." <i>Utopian Studies</i>. 5.1 (1994): 1-37. <i>JSTOR</i>. • Sargent, Lyman Tower. <i>Utopianism: A Very Short Introduction</i>. Oxford UP, 2010. • Frase, Peter. <i>Four Futures: Visions of the World after Capitalism</i>. London and New York: Verso, 2016. • Levitas, Ruth. "The Concepts of Utopia" • Kumar, Krishan. "Utopia and Anti-Utopia in the Twentieth Century." <i>Utopia: The Search for the Ideal Society in the Western World</i>. Eds. Roland Schaer, Gregory Claeyns, and Lyman Tower Sargent. Oxford UP, 2000. 251-267. • Kumar, Krishan. <i>Utopianism</i>. U of Minnesota P, 1991. • Sargent, Lyman Tower. "Authority and Utopia: Utopianism in Political Thought." <i>Polity</i>. 14.4 (1982): 565-584. <i>JSTOR</i>. • Sargent, Lyman Tower. <i>British and American Utopian Literature 1516-1975: An Annotated Bibliography</i>. G. K. Hall, 1979. ix-xxii. • Sargent, Lyman Tower. "Do Dystopias Matter?" <i>Dystopia(n) Matters On the Page, on Screen, on Stage</i>. Ed. Fátima Vieira. Cambridge, 2013. • Gregory, Claeyns. ed. <i>Encyclopaedia of Nineteenth-Century Thought</i>. Routledge, 2005. • Gregory, Claeyns. "News from Somewhere: Enhanced Sociability and the Composite Definition of 3 Utopia and Dystopia." <i>History: The Journal of the Historical Association</i>. Blackwell, 2013. 145-173. • Gregory, Claeyns. "Utopia and Dystopia." <i>History: The Journal of the Historical Association</i>. Blackwell, 2013. 145-173. • Gregory, Claeyns. <i>Searching for Utopia: The History of an Idea</i>. Thames Hudson, 2011. • Gregory, Claeyns. "The Origins of Dystopia: Wells, Huxley and Orwell." <i>The Cambridge Companion to Utopian Literature</i>. Ed. Gregory Claeyns. Cambridge UP, 2010. 107-135. <p>Primary and Secondary Texts</p> <p>UTOPIA Thomas More, <i>Utopia</i> Karl Marx, "The Communist Manifesto" Ernest Kallenbach <i>Ecotopia</i> Charlotte Perkins Gilman <i>Herland</i> Ursula Le Guin, <i>The Dispossessed</i></p> <p>DYSTOPIA</p> <p>Yevgeni Zamyatin, <i>We</i> George Orwell, <i>1984</i> Margaret Atwood, <i>The Handmaid's Tale</i> Aldous Huxley <i>Brave New World</i> - Krishan Kumar, <i>Utopia and Anti-Utopia in Modern Times</i> - Michel Foucault, "Of Other Spaces" - Francis Fukuyama, <i>The End of History</i></p> |
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COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|---------------|---|
| 1.Week | Introduction to the course Introduction: Mapping Utopia Defining utopia and dystopia |
| 2.Week | <p>UTOPIAN VISIONS Theoretical frameworks: utopianism vs. dystopianism Theoretical framework/ The invention of Concept + Thomas More's <i>Utopia</i> (1516) Historical origins and development Ancient Utopias and Golden Ages: Plato <i>The Republic</i></p> <ul style="list-style-type: none"> • Sargent, Lyman Tower. <i>Utopianism: A Very Short Introduction</i>. Oxford UP, 2010. • Vieira, Fátima. "The Concept of Utopia." <i>The Cambridge Companion to Utopian Literature</i>. Ed. Gregory Claeys. Cambridge UP, 2010. 3-27. |
| 3.Week | <p>DYSTOPIAN CRITIQUES/ PERSPECTIVES Definition of Dystopia and the Chronological Background of Dystopian Fiction</p> <p>Technological Dystopia: Cloning and Posthumanism Huxley: <i>Brave New World</i> (1932) Totalitarian Dystopia: Power, Politics, Socialism and Dystopia: Orwell: <i>1984</i> (1949)</p> |
| 4.Week | <p>UTOPIAN POLITICS AND SOCIAL STRUCTURES Socialist Utopias: Robert Owen Anarchist Utopias Jean-Jacques Rousseau – <i>The Social Contract</i> (1762) Immanuel Kant – <i>Perpetual Peace: A Philosophical Sketch</i> (1795) Karl Marx – <i>The Communist Manifesto</i> (1848) – Preface, Preamble, Section I and II, https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ Ernst Bloch: <i>The Spirit of Utopia</i> Milo Rau – <i>The General Assembly / Charta for the 21st Century</i> (2017) Available at: http://www.general-assembly.net/en/”</p> <p>DESIGNS FOR LIVING Intentional Communities Contemporary Utopias</p> |
| 5.Week | <p>FILM WEEK Post-Modern Dystopia. Screening: <i>Blade Runner</i> (Ridley Scott, 1982)</p> |
| 6.Week | <p>FILM WEEK Readings: • Douglas E. Williams, “Ideology as Dystopia: An Interpretation of <i>Blade Runner</i>,” in <i>International Political Science Review</i>, Vol. 9, No. 4 (Oct., 1988), pp. 381-394. • Nick Heffernan, “Artificial Intelligence and Class Consciousness: <i>Blade Runner</i>” (pp. 148- 161), <i>Capital, Class & Technology in Contemporary American Culture: Projecting PostFordism</i>, Pluto Press, 2000. • W. A. Senior, “<i>Blade Runner</i> and Cyberpunk Visions of Humanity,” in <i>Film Criticism</i>, Vol. 21, No. 1 (Fall 1996), pp. 1-12. [Recommended Reading] Aaron Barlow, “Reel toads and imaginary cities: Philip K. Dick, <i>Blade Runner</i> and the contemporary science fiction movie” (pp. 43-58), <i>The Blade Runner Experience: The Legacy of a Science Fiction Classic</i>, Will Brooker (ed.), Columbia University Press, 2005.</p> |
| 7.Week | <p>ECOLOGICAL UTOPIAS AND DYSTOPIAS Ecotopian visions</p> |

| | |
|----------------|--|
| | Climate (change) fiction (Cli-fi) and dystopian narratives Kallenbach: Ecotopia (1975) Donna Haraway, “Tentacular Thinking: Anthropocene, Capitalocene, Chthulucene” |
| 8.Week | Holiday |
| 9.Week | Mid-term Exam |
| 10.Week | UTOPIA, DYSTOPIA AND TECHNOLOGY Technological utopias and dystopias Surveillance and control in dystopian societies Cyberpunk literature and film - Ray Kurzweil: “The Accelerating Power of Technology” (TED Talk 2007): https://www.youtube.com/watch?v= Jules Verne – “In the Year 2889” (1887): http://wondersmith.com/scifi/2889.htm Fred Turner – From Counterculture to Cyberculture Fukuyama: “Biotechnology and the Threat of a Post Human Future” |
| 11.Week | GENDER AND UTOPIA Feminist utopias Early Feminist Utopia - Gilman: <i>Herland</i> (1915) Mina Loy, “Feminist Manifesto” (1914) Ursula LeGuin, “The Day Before the Revolution!” (1974) Feminist Dystopia - Atwood: <i>The Handmaid's Tale</i> . (1986) Chimamanda Ngozi Adichie, “We Should All Be Feminists” (TEDxEuston 2013): https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists? language=en ACTIVISM AND UTOPIA Black Lives Matter Charles Mills: <i>The Racial Contract</i> (Excerpt on GC) Deva Woodly: “#BlackLivesMatter and the Democratic Necessity of Social Movements”: http://blogs.law.columbia.edu/uprising1313/deva-woodly-blacklivesmatter-and-the- democraticnecessity-of-social-movements/ |
| 12.Week | UTOPIA AND DYSTOPIA IN CONTEMPORARY CULTURE UTOPIANISM IN THE 21 st CENTURY The utopian/dystopian possibilities of the Covid-19 pandemic. Post-pandemic Utopias: - Franco Berardi (2020) “Beyond the Breakdown: Three Meditations on a Possible Aftermath.” (https://conversations.e-flux.com/t/beyond-the-breakdown-three- meditations-on-a-possible-aftermath-by-franco-bifo-berardi/9727) - Benjamin Bratton (2021) “Conclusion: What is the Post-pandemic?,” <i>The Revenge of the Real: Politics for a Post-Pandemic World</i> (London and New York: Verso), 153-66. |
| 13.Week | STUDENT PRESENTATIONS |
| 14.Week | STUDENT PRESENTATIONS |
| 15.Week | STUDENT PRESENTATIONS |
| 16.Week | FINAL EXAM |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 0 | %5 |
| Laboratory | 0 | %0 |
| Application | 0 | 0 |
| Fieldwork | 0 | %0 |
| Practice | 4 | %20 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exam | 1 | %30 |
| Final Exam (Presentation + Paper Submission) | 1 | %45 |
| Total | | %100 |
| Contribution of Semester Works to Success Points | | %55 |
| Contribution of Final Project to Success Points | | %45 |
| Total | 2 | %100 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest

COURSE SYLLABUS
MEDIA AUDIENCES

| | |
|---|--|
| Course Name | Media Audiences |
| Course Type | Elective |
| Code | FAD 457 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semester | TBA |
| Course Content | This course will examine the key theories of cultural analysis with an emphasis on communication. The first half of the course will be devoted to general approaches and key concepts of culture while the second half will focus more specifically on the relationship of culture and media. Students will examine how media sector has influenced contemporary debates around cultural production, cultural identity and cultural change. |
| Learning Outcomes | After successful completion of the course, the student will be able to: <ul style="list-style-type: none"> 1) Grasp a knowledge of theories related to communication, culture and media analysis 2) Examine different theories of communication with a deeper understanding of their practical application 3) Analyze the impact and role of technologies of mass communication on contemporary society 4) Critically analyze media and cultural artefacts 5) Understand how media sector has influenced cultural production, cultural identity and cultural change |
| References | TBA |
| Learning and teaching strategies | Lecture Class discussion |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 457 | TBA | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, class discussion | | | | | | |
| Instructor (s) | | | | | | | |

| | |
|--------------------------|--|
| Course objective | This course will examine the key theories of cultural analysis with an emphasis on communication. |
| Learning outcomes | After successful completion of the course, the student will be able to: <ul style="list-style-type: none"> 1) Grasp a knowledge of theories related to communication, culture and media analysis 2) Examine different theories of communication with a deeper understanding of their practical application 3) Analyze the impact and role of technologies of mass communication on contemporary society 4) Critically analyze media and cultural artefacts 5) Understand how media sector has influenced cultural production, cultural identity and cultural change |
| Course Content | The first half of the course will be devoted to general approaches and key concepts of culture while the second half will focus more specifically on the relationship of culture and media. Students will examine how media sector has influenced contemporary debates around cultural production, cultural identity and cultural change. |
| Mode of Delivery | Face to face and distance learning when required |
| References | TBA |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---------------------------|
| 1. Week | Introduction |
| 2. Week | Defining culture |
| 3. Week | Culture and Communication |
| 4. Week | Media and Technology |
| 5. Week | Politics of Culture |
| 6. Week | Culture and Power |
| 7. Week | Mid-term |
| 8. Week | Culture and Individual |
| 9. Week | Culture, High and Low |
| 10. Week | Culture and Media I |
| 11. Week | Culture and Media II |
| 12. Week | Culture and Media III |

| | |
|-----------------|-------------------------------|
| 13. Week | Subcultures and Communication |
| 14. Week | Review |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | %10 |
| Participation | 14 | %10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %40 |
| Final Exam | 1 | %40 |
| Total | 30 | %100 |
| Contribution of semester works to success points | 29 | %60 |
| Contribution of final exam to success points | 1 | %40 |
| Total | 30 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 2 | 28 |
| Presentation / Seminar Preparation | | | |
| Project | | | |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | 1 | 15 | 15 |
| Total Workload | 30 | 35 | 95 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
ADVANCED PHOTOGRAPHY

| | |
|---|---|
| Course Name | Advanced Photography |
| Course Type | Required |
| Code | FAD 325 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | |
| Course Content | Advanced Photography is designed for students who are seriously interested in the practical experience of art photography. At the end of the term, students will submit a portfolio for faculty review. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. The portfolio is developed within a concentration that investigates an idea of personal interest for each individual student. Students will be introduced to new photographers, digital artists, artists, and more sophisticated techniques as points of departure to create work that reflects that individual student's spirit and vision. By exploring photographic and digital media with the camera and computer, students will be able to develop a body of work that reflects a range of problem solving and ideation, and develops versatility with techniques to demonstrate their abilities. Students will research, keep art journals, have class critiques, individual critiques, and artistic dialogues that will inspire them as they create. |
| Learning Outcomes | <ol style="list-style-type: none"> 1- After successful completion of the course, the student will be able to: Encourage creative and systematic investigation of formal and conceptual issues. 2- Emphasize making photographic art as an ongoing process that involves the student in informed and critical decision making. 3- Develop technical skills and become familiar with the functions of the visual elements. 4- Become independent thinkers who will contribute inventively and critically to culture through the making of art photography. |
| References | www.lynda.com |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|----------------------------|----------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 325 | Autumn | 0 | 0 | 3 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |

| | |
|---|--|
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required |
| Learning and teaching strategies | Lecture, laboratory |
| Instructor (s) | |
| Course objective | <ol style="list-style-type: none"> 1. Expand our understanding of the history of photography and contemporary practice. 2. Learn how a camera works and develop advanced techniques. 3. Hone an understanding of the manual functions of a camera. 4. Develop an advanced understanding of image processing software. 4. Further develop a personal vision and find your artistic voice. 5. Learn the unique qualities of working with photography as a medium: versus painting, drawing, 3D, printmaking, etc. 6. Learn how to create a body of photographic work. 7. Learn advanced techniques in image Photoshop image editing. 8. The art of sequencing and editing a body of work. 9. Develop professional work and marketable skills 10. An introduction to studio lighting and the creative possibilities of working with artificial light sources. |
| Learning outcomes | <ol style="list-style-type: none"> 1- By learning the fully manual functions of their cameras, students will know how a camera works and how to have complete creative control over the aesthetics of their photographs. 2- Through the use of Adobe Photoshop and the implementation of image file layers students will learn how to process their photographs and develop art of the highest aesthetic. They will also learn how to use Photoshop to alter their images for new meaning beyond their initial intent. 3- Each student will finish the class with a portfolio of up to printed images around a central theme. The portfolio will be sequenced to develop an idea of each student's choosing. 4- Students will have an understanding of the key figures that have contributed to the development of the field of photography in addition to voices practicing outside of the established canon. 5- Beyond student's education they may be asked by clients to translate an idea into visual language. Through the process of assignment work students will ascertain the skills necessary to visualize concepts. |
| Course Content | <p>The purpose of this class is to provide you with advanced techniques in digital photography. By the end of this class you will be proficient in the use of your digital camera and Adobe Photoshop for advanced image processing. You will have developed a skill set for creative camera techniques that can be used in the field and on professional assignment to achieve your desired aesthetic goals. You will have the skills to create high-quality photographs of your 2D and 3D artwork. We will discuss how to edit and sequence a portfolio for contest submissions and other applications. And we will study advanced software techniques (Photoshop) to alter photographs and to achieve your desired aesthetic outcome. Students will have a completed body of photographic work (20 photos in print form).</p> |
| Mode of Delivery | Face to face and distance learning when required |
| References | www.lynda.com |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|-----------------|---|
| 1. Week | Camera Controls |
| 2. Week | Exposure, Black and White Conversion, Intro to Lighting |
| 3. Week | The Portrait |
| 4. Week | Composition tips, and Shooting at Night |
| 5. Week | Photography and Contemporary Art |
| 6. Week | Creating a Body of Work |
| 7. Week | Mid-term I |
| 8. Week | Basics of Photoshop |
| 9. Week | Copyright Law and Artistic & Commercial Integrity |
| 10. Week | Careers in photography |
| 11. Week | Evaluating photographs and digital media |
| 12. Week | Photo editing and digital darkroom techniques |
| 13. Week | Historical and cultural context of photography |
| 14. Week | Presentation of your digital photography |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|-----------------------|---------------|---------------------|
| Attendance | 14 | %10 |
| Laboratory | 0 | %10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %20 |
| Final Exam | 1 | %60 |
| Total | 17 | %100 |

| | | |
|--|----|------|
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 12 | 3 | 36 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 42 | 54 | 165 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
WEB SERIES PRODUCTION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Web Series Production | FAD 327 | | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | In person | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, writing | | | | | | |
| Instructor (s) | Dr. Deniz Zorlu | | | | | | |
| Course objective | This class teaches students the basics of television series production with an eye to improve their technical abilities and their understanding of TV production processes. | | | | | | |
| Learning outcomes | <p>The students who succeeded in this course will be able to:</p> <ul style="list-style-type: none"> • Develop their understanding of the television production processes. • Examine the significance of genres in the planning and production of television programs. • Compare the causes and effects of the transformation of television series regarding their form and content in the 21st century. • Examine the technical differentiations of Turkish TV series in regard to television programs from elsewhere around the world. • Analyze how television series from different regions interact with each other. • Discuss the portrayal of gender relations in Turkish TV programs. | | | | | | |
| Course Content | This class necessitates students to produce a 4- or 5-episodes web series as group projects. Each group is composed of 4 or 5 students and each student focuses on a particular aspect of the production process. | | | | | | |
| References | TBA | | | | | | |

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|---------|---|
| 1. Week | Planning of the Story and writing the script / Development of the storyboards |
| 2. Week | Rough cut of the first episode and feedback. |
| 3. Week | Screening of the finished first episodes |
| 4. Week | Development of scripts and the storyboards for the second episodes. |
| 5. Week | Rough cut of the first episode and feedback. |
| 6. Week | Screening of the finished first episodes / Development of scripts and the storyboards for the second episodes. |

| | |
|-----------------|--|
| 7. Week | Rough cut of the second episode and feedback. |
| 8. Week | Screening of the finished second episodes / Development of scripts and the storyboards for the second episodes. |
| 9. Week | Rough cut of the second third and feedback. |
| 10. Week | Screening of the finished third episodes / Development of scripts and the storyboards for the second episodes. |
| 11. Week | Rough cut of the fourth episodes and feedback. |
| 12. Week | Screening of the finished fourth episodes / Development of scripts and the storyboards for the final episodes. |
| 13. Week | Rough cut of the final episodes and feedback. |
| 14. Week | Screening of the entire web series Project. |

ASSESSMENT METHOD

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Response Papers | 0 | %0 |
| Project (Film Review) | 5 | %100 |
| Seminar | 0 | %0 |
| Mid-term Exams | 0 | %0 |
| Final Exam | 0 | %0 |
| Total | 5 | %100 |
| Contribution of semester Works to success points | 4 | %80 |
| Contribution of final exam to success points | 1 | %20 |
| Total | 5 | %100 |

WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 14 | 2 | 28 |
| Presentation / Seminar Preparation | | | |
| Project (Film Review) | 5 | 8 | 40 |
| Homework assignment (response papers) | | | |
| Midterms (Study duration) | | | |

| | | | |
|-----------------------------|----|----|-----|
| Final Exam (Study duration) | | | |
| Total Workload | 30 | 45 | 130 |

Form VIIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest

COURSE SYLLABUS
ART OF STORYTELLING

| | |
|---|--|
| Course Name | Art of Storytelling |
| Course Type | Elective |
| Code | FAD 459 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | |
| Course Content | This interdisciplinary course is an introduction to Interactive Media as the digital integration of art, video, graphics, sound, and music for design and production in art, communications, entertainment, science, engineering, architectural and industrial applications. Through the integration of historical studies, theory and practice, students will address issues central to interactivity in art-making and design. Students will engage in projects that incorporate a variety of digital media and emerging technology strategies. This course includes an overview of simple 2D graphics and motion/ animation, digital still-image processing, digital sound generation, and the production steps involved in live, immersive interactive multimedia. |
| Learning Outcomes | After successful completion of the course, the student will be able to: <ul style="list-style-type: none"> • knowledge of current widely used programs in the design field • proficiency in operating these programs • understanding of the means and methods of mass (production of artwork using these programs) • skills for working with and understanding the computer and the technical problems associated with operating a computer • knowledge based on awareness of the importance of aesthetic judgment in making design decisions. |
| References | |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 459 | | 0 | 0 | 3 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching | Lecture, laboratory | | | | | | |

| | |
|--------------------------|--|
| strategies | |
| Instructor (s) | |
| Course objective | The student will: 1. Demonstrate knowledge of the multifaceted communication between people and technology and its applications in Contemporary Art and Design. 2. Through the integration of historical studies, theory and practice, students will address issues central to Interactivity in art-making and design. 2. Evaluate interfaces for usability 3. Apply the Principles of Design to simple time-based interactive, visual and audio experiences. Analyze/Understand the requirements of a given problem. Develop an acceptable design solution. 4. Learn appropriate laboratory procedures to author basic interactive experiences. |
| Learning outcomes | After successful completion of the course, the student will be able to: <ul style="list-style-type: none"> • knowledge of current widely used programs in the design field • proficiency in operating these programs • understanding of the means and methods of mass (production of artwork using these programs) • skills for working with and understanding the computer and the technical problems associated with operating a computer knowledge based on awareness of the importance of aesthetic judgment in making design decisions. |
| Course Content | Students interested in media design and creation can access courses in visual arts and theatre; those wanting to learn programming can choose options in applied computing; and those interested in the possibilities of narrative can pursue courses in English, Film and popular culture. Qualified fourth-year students participate in the program's capstone production course, bringing together design, art, story, interaction and production in a fully developed interactive media product. |
| Mode of Delivery | Face to face and distance learning when required |
| References | www.lynda.com |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|------------------------------------|
| 1.Week | Introduction |
| 2.Week | 21 st Century Art |
| 3.Week | Say Cheese! |
| 4.Week | The Evolution of 2-Dimensional Art |
| 5.Week | Graphic Design |
| 6.Week | Magic in Motion: Animation |
| 7.Week | Mid-term I |
| 8.Week | Sound and Music |
| 9.Week | How to Look at and Evaluate Art |
| 10.Week | Mixing Up Art |

| | |
|----------------|----------------------|
| 11.Week | Interactive Design I |
| 12.Week | Interactive Design I |
| 13.Week | Publication Design |
| 14.Week | Portfolio Seminar |
| 15.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Practice | 0 | % 0 |
| Homework Assessment | 0 | % 0 |
| Presentation | 0 | % 0 |
| Project | 0 | % 0 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |
| Final Exam | 1 | % 60 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 16 | % 70 |
| Contribution of final exam to success points | 1 | % 30 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 12 | 3 | 36 |
| Application | | | |
| Specific practical training | 10 | 3 | 30 |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 25 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |

| | | | |
|----------------|----|----|-----|
| Total Workload | 42 | 54 | 200 |
|----------------|----|----|-----|

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | x |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
ENTREPRENEURSHIP IN CREATIVE INDUSTRIES

| | |
|---|--|
| Course Name | Entrepreneurship in Creative Industries |
| Course Type | Elective |
| Code | FAD 461 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semester | |
| Course Content | <p>In this course, students analyse creative industries and creative entrepreneurial mindsets.</p> <p>We differentiate marketing and business approaches in the cultural industries from other sectors by analysing the changing marketing models, the creative industries value chains and their audience. By treating creative entrepreneurship as a specialism, we identify key strategic approaches by entrepreneurs in global cultural industries of various sizes and in both traditional and emergent niche markets.</p> <p>We will also identify challenges in the increasingly commercializing creative industries. The implication of ‘creative’ solutions to marketing and management outside of creative industries is important for entrepreneurs in order for them to place ‘culture’ at the heart of what doing business means in contemporary society.</p> |
| Learning Outcomes | <p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Assess the role of creativity in creating economic values through cultural goods; 2. Feature the modus operandi of the key creative industries in Turkey; and <p>Prepare themselves for future endeavor in creative industries.</p> |
| References | TBA |
| Learning and teaching strategies | Lecture Class Presentation Class discussion |
| Evaluation | Exams, Participation, Presentation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 461 | | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning | Lecture, class presentation, class discussion | | | | | | |

| | |
|--------------------------------|--|
| and teaching strategies | |
| Instructor (s) | |
| Course objective | This course introduces students to the economic and cultural significance of the creative industries and how they work in practice. Students will develop an understanding of the relationship between society, patterns of consumer behaviour and the idea generation of future opportunities within the creative industries. |
| Learning outcomes | Upon successful completion of this course, students should be able to: <ul style="list-style-type: none"> -Assess the role of creativity in creating economic values through cultural goods; -Feature the modus operandi of the key creative industries in Turkey; and -Prepare themselves for future endeavor in creative industries. |
| Course Content | <p>This course provides a comprehensive overview of creative industry structures and functions, technological conditions and professional practice. It maps out the emergence of the creative industries as a policy discourse and a vehicle for urban regeneration. This course also familiarises students with the broader theoretical and practical implications of industry dynamics in political, economic and social contexts, and in the workplace, practices underpinning creative work.</p> <p>In this course students will engage with key stakeholders within Turkey’s Creative Industries. Students will be exposed to the dynamic contexts within which the Creative Industries operate and the significant cultural, economic and other contributions of these industries. Students will also have the opportunity to begin to map out their own path into the sector. Students will commence their progressive program portfolio in this core course.</p> |
| Mode of Delivery | Face to face and distance learning when required |
| References | TBA |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1. Week | Introducing Creative Entrepreneurship |
| 2. Week | The Creative Industries Value Chain |
| 3. Week | Market Structure for the Creative Industries |
| 4. Week | The New Business Model |
| 5. Week | Business in the Creative Economy: Products and Experiences |
| 6. Week | Marketing Strategy |
| 7. Week | Midterm |
| 8. Week | Creative Eco-system: Competitors and Collaborators |
| 9. Week | Pitching Ideas: Evaluating Opportunities |

| | |
|-----------------|---|
| 10. Week | Pitching Ideas: Business Realities of an Idea; Evaluating Opportunities |
| 11. Week | Creative Ecosystem: Understanding Audiences |
| 12. Week | Creative Marketing outside the Creative Industries |
| 13. Week | Rules for Success |
| 14. Week | Conclusion |
| 15. Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance | 14 | %10 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 1 | %30 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %30 |
| Total | 17 | %100 |
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 20 | 20 |
| Project | | | |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 20 | 15 |
| Final Exam (Study duration) | 1 | 25 | 20 |
| Total Workload | 31 | 666 | 149 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | X |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | X |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
VISUAL COMMUNICATION

| | |
|---|---|
| Course Name | Visual Communication |
| Course Type | Elective |
| Code | FAD 460 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | |
| Course Content | The Visual Communication course aims to develop students' skills in analyzing, interpreting, and designing effective visual narratives across both digital and traditional media environments. Visual content plays a critical role in today's communication landscape, contributing to information transfer, brand identity creation, and shaping public perception. This course introduces students to the fundamental principles of visual language, semiotic approaches, and design principles, while providing hands-on experience with contemporary digital applications such as social media, video, infographics, and AI-assisted visual production. Through this combination of theoretical and practical learning, students will enhance their visual communication competencies and become informed content creators within the context of media literacy. |
| Learning Outcomes | Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Explain the fundamental concepts of visual communication • Analyze processes of visual perception and interpretation • Interpret visual signs and symbols • Develop visual narrative strategies for new media environments • Evaluate the ethical and cultural dimensions of visual content |
| References | . Lester, P. M. (2014). <i>Visual Communication: Images with Messages</i> (6th ed.). Boston, MA: Wadsworth Cengage Learning. . Long, B. (2015). <i>Complete digital photography</i> (8 th ed.). Boston, MA: Cengage Learning PTR. . Osgood, R., & Hinshaw, M. (2014). <i>Visual storytelling: Videography and post production in the digital age</i> (2 nd ed.). Boston, MA: Wadsworth Cengage Learning. |
| Learning and teaching strategies | Lectures and in-class discussions, visual analysis exercises, case studies, workshops and practical exercises, group projects |
| Evaluation | Exam, group projects, |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|--------------|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 460 | | 2 | 1 | | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, | Face to face | | | | | | |

| | |
|---|---|
| distance learning) | |
| Learning and teaching strategies | Lectures and in-class discussions, visual analysis exercises, case studies, workshops and practical exercises, group projects |
| Instructor (s) | |
| Course objective | This course aims to examine the fundamental theories and practices of visual communication within the context of new media. It is designed to enable students to analyze visual messages, design effective visual narratives, and understand how visual language functions across digital platforms. |
| Learning outcomes | Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Explain the fundamental concepts of visual communication • Analyze processes of visual perception and interpretation • Interpret visual signs and symbols • Develop visual narrative strategies for new media environments • Evaluate the ethical and cultural dimensions of visual content |
| Course Content | The Visual Communication course aims to develop students' skills in analyzing, interpreting, and designing effective visual narratives across both digital and traditional media environments. Visual content plays a critical role in today's communication landscape, contributing to information transfer, brand identity creation, and shaping public perception. This course introduces students to the fundamental principles of visual language, semiotic approaches, and design principles, while providing hands-on experience with contemporary digital applications such as social media, video, infographics, and AI-assisted visual production. Through this combination of theoretical and practical learning, students will enhance their visual communication competencies and become informed content creators within the context of media literacy. |
| Mode of Delivery | Face to face and distance learning when required |
| References | . Lester, P. M. (2014). <i>Visual Communication: Images with Messages</i> (6th ed.). Boston, MA: Wadsworth Cengage Learning. . Long, B. (2015). <i>Complete digital photography</i> (8 th ed.). Boston, MA: Cengage Learning PTR. . Osgood, R., & Hinshaw, M. (2014). <i>Visual storytelling: Videography and post production in the digital age</i> (2 nd ed.). Boston, MA: Wadsworth Cengage Learning. |

Form IVb (English): Subjects by weeks

| Weeks | Subjects | Content |
|----------------|--|---|
| 1. Week | Introduction and course overview | Overview of course content, grading, assessment, and procedures |
| 2. Week | History & Development of Visuals | Historical and Conceptual Development of Visuality |
| 3. Week | The Rise of Visual Culture and the Concept of the Spectacle | The concept of society of spectacle and the spread of Spectacle Culture |
| 4. Week | The Rise of Visual Culture and the Concept of the Spectacle Homework assignment 1 | The concept of society of spectacle and the spread of Spectacle Culture |
| 5. Week | Visual Communication Theories Mini quiz on the homework assignment 1 | Evaluation of Key Theoretical Approaches and Theories in Visual Communication |

| | | |
|------------------------|--|--|
| 6. Week | Visual Perception and Interpretation The Culture of Voyeurism | Perception, Attention, and Visual Reading: Brain Functioning and Gestalt Principles |
| 7. Week | MIDTERM | |
| 8. Week | Cultural influences on visual communication, Stereotypes | Discussion of Cultural Codes and Stereotypes and Their Effects on Meaning-Making in Visual Communication |
| 9. Week | Semiotics and Visual Meanings | Evaluation of Interpretation and Analysis Techniques in Visual Communication |
| 10. Week | Semiotics and Visual Meanings Homework assignment 2 | Evaluation of Interpretation and Analysis Techniques in Visual Communication |
| 11. Week | Color Theory and the meanings of colors Brand, Advertising, and Visual Identity Mini quiz on the homework assignment 2 | <i>Physical and psychological implications of colors</i> |
| 12. Week | Color Theory and the meanings of colors Brand, Advertising, and Visual Identity | Visual Communication and Corporate Identity Case study: Analysis of visual brand identities |
| 13. Week | Final Project Presentations and Tutorials | Presentations of the projects and feedback on final reports |
| 14. Week | Final Project Presentations and Tutorials | Presentations of the projects and feedback on final reports |
| 15. OR 16. Week | Final report submissions | The submission date of the projects will be announced |

Summary of Grading and Timing

| Component | Weight (%) | Calendar |
|------------------------------|------------|--|
| Assignments & Quizzes | 20% | Homework 1 + Quiz 1 Homework 2 + Quiz 2 |
| Midterm Exam | 20% | Week 7 |
| Final Project – Presentation | 30% | Week 13-14 |
| Final Project – Report | 20% | Week 15/16 |
| Participation / Attendance | 10% | Attendance, discussions |
| Total | 100% | |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|-----------------------------------|--------|--------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 0 |
| Application | 0 | % 0 |
| Fieldwork | 0 | % 0 |
| Homework Assessment and mini quiz | 2 | % 20 |
| Presentation | 1 | % 30 |
| Final Project Report | 1 | % 20 |
| Seminar | 0 | % 0 |
| Mid-term Exams | 1 | % 20 |

| | | |
|--|----|------|
| Final Exam | 1 | %0 |
| Total | 20 | %100 |
| Contribution of semester works to success points | 16 | %50 |
| Contribution of final exam to success points | 1 | %50 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|-----------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | - | - | - |
| Application | - | - | - |
| Specific practical training | - | - | - |
| Field activities | - | - | - |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 30 | 30 |
| Project (Final Report) | 1 | 20 | 20 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | - | - | - |
| Total Workload | 31 | 66 | 144 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | | | | | X |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | | | | X |
| 4. Students create media content by applying principals of visual aesthetics | X | | | | |
| 5. Students analyze media texts and learn media literacy | | | | X | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |

| | | | | | |
|---|---|---|---|---|---|
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | X | | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | X | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | X | | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | | X | | |
| 12. Students acquire knowledge about new media professions and the sector | | | | | X |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
ART AND SCIENCE

| | |
|---|--|
| Course Name | Art and Science |
| Course Type | Elective |
| Code | FAD 466 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semestre | |
| Course Content | The course aims to create awareness in aesthetic, technical and intellectual genuineness of the field of “art”. At the end of the semester, students are expected to be equipped with the connection between science and art and to develop creative motivation in her/his professional field as a result of the new formation derived from the course. |
| Learning Outcomes | Students in Art and Science will explore ways in which artists and scientists make use of imagination, creativity and innovation to gain insight into the world. Students will investigate connections between art forms, materials, principles of science and the roles art and science play in society. Students will create artwork with a variety of media such as soap, ceramics, textiles, and dyes. |
| References | |
| Learning and teaching strategies | Lecture Laboratory |
| Evaluation | Exams, Participation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | NMC 207 | Autumn | 0 | 0 | 3 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, laboratory | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | The relationship between art and science expands the boundaries of understanding and invention and challenges our view of the world. In the current context of multiple complex global challenges, the Art and Science Course foregrounds ethical, philosophical, and practical questions, inviting innovative contributions that embrace the sciences in the broadest sense and explore what it means to be human in a time of extreme change and uncertainty. | | | | | | |
| Learning outcomes | To familiarize the student with basic principles and fundamentals in visual art and science. | | | | | | |

| | |
|-------------------------|---|
| | <p>Investigate: Student can explore different media and art principles to help inspire my artmaking</p> <p>Plan: Student can draft thumbnail sketches to plan artistic work</p> <p>Make: Student can make artwork that reflects deliberate control of the media and art techniques</p> <p>Develop Meaning: Student can show personal meaning in a body of work in response to an overarching theme.</p> <p>Communicate: Student can explain verbally or through written work the meaning of my own artwork.</p> <p>Interpret: Student can explain the effects that details of an artwork have, and ways that the subject matter and context create meaning.</p> <p>Cultural, Social & Historical Awareness: Student can compare how social issues, history and culture influence artists to create artworks</p> |
| Course Content | The course aims to create awareness in aesthetic, technical and intellectual genuineness of the field of “art”. At the end of the semester, students are expected to be equipped with the connection between science and art and to develop creative motivation in her/his professional field as a result of the new formation derived from the course. |
| Mode of Delivery | Face to face and distance learning when required |
| References | |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|---|
| 1.Week | Introductions and overview of course |
| 2.Week | Creativity and Art Standards |
| 3.Week | Student-centered Instruction, Conversing with Students |
| 4.Week | Visual Thinking Strategies; Drawing / Lines |
| 5.Week | Exploring Color and Shape |
| 6.Week | Music & Movement (social studies, science, and/or math) |
| 7.Week | Mid-term I |
| 8.Week | Fiber Arts (language arts and social studies) |
| 9.Week | Sculpture & Architecture (STEM, language arts) |
| 10.Week | Theatre (language arts) |

| | |
|----------------|---|
| 11.Week | Photography & Video Recordings (math, social studies & science) |
| 12.Week | Self expression |
| 13.Week | Social Media |
| 14.Week | Working on lesson plans with teacher support |
| 15.Week | Final Exam |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | % 10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %20 |
| Final Exam | 1 | %60 |
| Total | 17 | %100 |
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 12 | 3 | 36 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | | | |
| Project | 1 | 6 | 6 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 18 | 18 |
| Final Exam (Study duration) | 1 | 21 | 21 |
| Total Workload | 42 | 54 | 165 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
FILM GENRES

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Film Genres | FAD 424 | SPRING | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Compulsory | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, writing | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | This course is intended to advance students' understanding of the concept of genre as a critical tool in film and screen studies by examining its continuing importance in historic and contemporary film production. This includes a comprehension of different film genres by examining their historic development from the Hollywood studio era onwards as well as their cross-cultural variations in various global contexts. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. | | | | | | |
| Learning outcomes | Through active and persistent engagement with course materials, activities and discussion in class students will be able to: Understand what is meant by the term genre in general and film genres in particular. Identify key film genres, both traditional and contemporary, and how they have evolved over time. Distinguish and apply critical categories in the study of film genres. Gain insights into how film genres reflect and influence cultural and social contexts, considering how storytelling interacts with diverse audiences. Analyse how digital technologies have influenced the evolution of film genres, exploring changes in narrative structures, visual styles, and storytelling techniques. | | | | | | |
| Course Content | Lectures are designed to provide a context for film screenings by referring to the impact of industrial, aesthetic, socio-political, cultural and institutional factors on a given work and genre. The course readings have been selected with an eye to striking a balance between overarching critical takes on genre in general and specific case studies of individual genres. The course introduces students to film genres in the following three ways: 1) as an industrial category used for marketing purposes 2) as an aesthetic system of narrative and audiovisual codes and filmic language and 3) as a contract between filmmaker and audience to deliver a certain emotional experience. There will be a selection of film screenings to provide the focus of the course and will take place on the weeks specified by the lecturer. Films have been selected in order to demonstrate how the aesthetics of the given genre has developed since the invention of cinema and to introduce students to the work of the most significant artists in the tradition. | | | | | | |
| Required Readings | Friedman, L. & Desser, D. (eds.). (2013). <i>An Introduction to Film Genres</i> . New York: W W Norton and Company. | | | | | | |

| | |
|-----------------------------|---|
| Recommended Readings | <p>Altman, R. (1999). <i>Film/Genre</i>. London: British Film Institute.</p> <p>Langford, B. (2005). <i>Film Genre: Hollywood and Beyond</i>. Edinburgh: Edinburgh University Press.</p> <p>Maine, Raphaelle. (2008). <i>Cinema Genre</i>. (Trans. Alastair Fox and Hilary Radner). Malden, MA: Blackwell Publishing.</p> <p>Grant, B. K. (2012). <i>Film Genre: From Iconography to Ideology</i>. Austin: University of Texas Press.</p> <p>Kolker, R. (2015, 4th ed.). <i>Film, Form and Culture</i>. London & New York: Routledge.</p> <p>Holliday, C. (2018). <i>The Computer Animated Film: Industry, Style and Genre</i>. Edinburgh: Edinburgh University Press.</p> <p>Abisel, N. (1995). <i>Popüler Sinema ve Türler</i>. İstanbul: Alan Yayıncılık.</p> <p>Lewis, I. & Canning, L. (eds.). (2020). <i>European Cinema in the Twenty-First Century: Discourses, Directions, Genres</i>. Cham: Palgrave Macmillan.</p> |
|-----------------------------|---|

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|----------------|--|
| Week 1 | Introduction to Course: course materials, sources and requirements. |
| Week 2 | Introduction to Film Genres: Key Concepts and Theories Readings: Steve Neale, "Questions of Genre". Lester Friedman & et al. "An Introduction to Film Genres". |
| Week 3 | Melodrama, Comedy and Romance: Foundations of Genre Expression Readings: Barry Langford "Before Genre: Melodrama" and "Classical Paradigms" in <i>Film Genre: Hollywood and Beyond</i> . Screenings: |
| Week 4 | Classical Hollywood Cinema: The Western Readings: Bordwell, D. & Staiger, J. and Thompson, K., "The Classical Hollywood Cinema"; Lester Friedman & et al. "The Western". Screenings: |
| Week 5 | Film Noir Readings: Ian Brookes "What is Film Noir" in <i>Film Noir: A Critical Introduction</i> Screenings: |
| Week 6 | Avant-Garde and Experimental Genres Readings: Agnieszka Kiejziewicz, <i>The Theory of Avant-Garde</i> A.L. Rees, "Introduction: Siting the Avant-Garde" Screenings: |
| Week 7 | Experimental Genres Readings: W.W. Dixon & G. A. Forster, "Introduction: Toward a New History of the Experimental Cinema" in <i>Experimental Cinema: The Film Reader</i> Screenings: |
| Week 8 | Science-Fiction Readings: Kate M. Johnston, "What is Science Fiction" in <i>Science Fiction Film: A Critical Introduction</i> . Screenings: |
| Week 9 | Historical Film Readings: Jonathan Stubbs, "What is Historical Cinema" in <i>Historical Film: A Critical Introduction</i> Screenings: |
| Week 10 | Global Genres Elena Oliete-Aldea, Beatriz Oria, and Juan A. Tarancón, "Introduction: Questions of Transnationalism and Genre" Screenings: |

| | |
|----------------|--|
| Week 11 | Contemporary Genre Blurring and Hybrid Genres Readings: Ira Jaffe, "Global Parallels" in Hollywood Hybrids. Screenings: |
| Week 12 | Digital Evolution, Digital Storytelling and Film Genre Readings: Mitsuyo Wada-Marciano, Digital Authenticity in Japanese Cinema in the Digital Age Screenings: |
| Week 13 | Genre in Animation and Superhero Movies Readings: Christopher Holliday, Falling with Style? The Computer-Animated Film and Genre; Chesya Burke, Hero Me No The Containment of the Most Powerful Black, Female Superhero Screenings |
| Week 14 | Future Trends and Reflections |

ASSESSMENT METHOD

| Semester Works | Number | Contribution |
|-------------------------------|--------|--------------|
| Attendance | 14 | %10 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Response/Review Papers | 10 | %10 |
| Presentation | 1 | %15 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Research Paper/ Exam | 1 | %30 |
| Final Exam | 1 | %35 |
| Total | | %100 |

WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|-----------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 13 | 4 | 42 |
| Presentation / Seminar Preparation | 1 | 8 | 8 |
| Project / Assignments (Film Review-Prose Response) | 10 | 1 | 10 |
| Homework assignment (response papers) | 6 | 3 | 18 |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 38 | 58 | 150 |

COURSE'S CONTRIBUTION TO PROGRAMME QUALIFICATIONS

| No | Programme Qualifications | Level of Contribution | | | |
|----|--|-----------------------|---|---|---|
| | | 0 | 1 | 2 | 3 |
| 1 | Develops analytical skills by assessing diverse theories and differing approaches to film, television, and digital media. | | | | x |
| 2 | Examines the development and transformation of film as an art form and as an industry practice, evaluating the history of film production from technical, industrial, and artistic perspectives. | | | | x |
| 3 | Analyzes the interactions between social, political, cultural, and technological transformations and film production processes and movements in cinema. | | | | x |
| 4 | Develops familiarity with film language and acknowledges its transformative role in society. | | | | x |
| 5 | Understands how a film constructs meaning and ideology through form, narrative, content and structure. | | | | x |
| 6 | Have the ability to transform written or visual ideas into a film or a television project through creative processes and expressing them in an original manner. | | | x | |
| 7 | Elucidates the basic tenets and phases in the art of filmmaking from pre-production to production and post-production. | | x | | |
| 8 | Demonstrates how to develop a written script and transform it into a moving image consistent with the industry practices for dramatic film, documentary, or television production. | | | | x |
| 9 | Enhances skills regarding the operation of the camera, cinematography, sound recording, and the use of lighting. | | | | x |
| 10 | Develops editing techniques and the use of editing software for film, television, and video production. | x | | | |
| 11 | Enhances technical and aesthetic skills necessary to create digital media narratives for video installation, interactive film, experimental cinema, and virtual reality. | x | | | |
| 12 | Analyzes how audiences consume media texts with an eye to identify reception patterns and to understand socio-cultural effects of audio-visual productions. | | | x | |
| 13 | Instills necessary skills to work as part of a group and collaborate efficiently with group members in a film production project. | | x | | |

COURSE SYLLABUS
FILM ADAPTATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Film Adaptation | FAD 422 | SPRING | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Compulsory | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, writing | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | The goal of this course is to familiarize students with theories and concepts of film adaptation. This includes an acknowledgement of film and literature as distinct but related media forms. This course will review techniques and tools relevant to the particular nature of the medium and explore thematic relationships between various interrelated films and literary texts, analyzing filmic adaptations of literature. | | | | | | |
| Learning outcomes | Through active and persistent engagement with course materials, activities and discussion in class students will be able to: Understand what is meant by adaptation in general and film adaptation of literary texts in particular. Define and apply the terminology of literature and film appropriately. Analyse different approaches of adapting literature into film. Develop skills in describing, analysing and interpreting film adaptations using the specialized knowledge of film language. Put theoretical knowledge into practice by adapting a short story into a screenplay. | | | | | | |
| Course Content | Film adaptations of other works of art, such as novels, comics, theatrical plays and games, have been historically one of the most popular forms of cinematic expression. The course introduces students to adaptation in the following three ways: first, by reviewing historically major theories of adaptation that allow them to understand the process and relevant key concepts. Second, by familiarizing them with the nature of the cinematic medium and its unique language. Third, by introducing the screenwriter's point of view through creative and writing exercises. | | | | | | |
| Required Readings | Edgar, R. & Marland, J. (2019). <i>Adaptation for Screenwriters</i> (1st ed.). The UK: Bloomsbury Academic. | | | | | | |
| Recommended Readings | Elliott, K. (2020). <i>Theorizing Adaptation</i> . New York: Oxford University Press Leitch, T. (2017). <i>The Oxford Handbook of Adaptation studies</i> . New York: Oxford University Press. Stam, R. (2004). <i>Literature and Film: A Guide to the theory and practice of film adaptation</i> . Malden, Oxford, Carlton: Wiley-Blackwell. Hutcheon, L. & O'Flynn, S. (2013). <i>A Theory of Adaptation</i> (2nd ed.). London: Routledge | | | | | | |

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|----------------|---|
| Week 1 | Introduction to Course: course materials, sources and requirements. |
| Week 2 | Approaching Adaptation: Key Concepts and Theories Screening: |
| Week 3 | The Screenplay and Authorship in Adaptation Screening: |
| Week 4 | Thinking About Form: Visualization and Talking Pictures Screening: |
| Week 5 | Narrative Re/Construction: Story and Structure Screening: |
| Week 6 | Culture and Context Screening: |
| Week 7 | Visualizing Characters and Interiority Screening: |
| Week 8 | Faithful or Creative Interpretation Screening: |
| Week 9 | Filmic Language and Cinematography Screening: |
| Week 10 | Developing the Script Screening: |
| Week 11 | Audience Expectations Screening: |
| Week 12 | Appropriationn Screening: |
| Week 13 | Adapting: A Case Study Screening: |
| Week 14 | Your Turn to Adapt Screening: |

ASSESSMENT METHOD

| Semester Works | Number | Contribution |
|-------------------------------|--------|--------------|
| Attendance | 14 | % 10 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Response Papers | 2 | %20 |
| Presentation | 1 | % 15 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Research Paper/ Exam | 1 | %25 |
| Final Exam | 1 | %30 |
| Total | | % 100 |

WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|-----------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 13 | 4 | 42 |
| Presentation / Seminar Preparation | 1-00 | 8 | 8 |
| Project / Assignments (Film Review-Prose Response) | 2 | 5 | 10 |
| Homework assignment (response papers) | 6 | 3 | 18 |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 38 | 58 | 150 |

COURSE'S CONTRIBUTION TO PROGRAMME QUALIFICATIONS

| No | Programme Qualifications | Level of Contribution | | | |
|----|--|-----------------------|---|---|---|
| | | 0 | 1 | 2 | 3 |
| 1 | Develops analytical skills by assessing diverse theories and differing approaches to film, television, and digital media. | | | | x |
| 2 | Examines the development and transformation of film as an art form and as an industry practice, evaluating the history of film production from technical, industrial, and artistic perspectives. | | | | x |
| 3 | Analyzes the interactions between social, political, cultural, and technological transformations and film production processes and movements in cinema. | | | | x |
| 4 | Develops familiarity with film language and acknowledges its transformative role in society. | | | | x |
| 5 | Understands how a film constructs meaning and ideology through form, narrative, content and structure. | | | | x |
| 6 | have the ability to transform written or visual ideas into a film or a television project through creative processes and expressing them in an original manner. | | | x | |
| 7 | Elucidates the basic tenets and phases in the art of filmmaking from pre-production to production and post- production. | | x | | |
| 8 | Demonstrates how to develop a written script and transform it into a moving image consistent with the industry practices for dramatic film, documentary, or television production. | | | | x |

| | | | | | |
|-----------|--|---|---|---|---|
| 9 | Enhances skills regarding the operation of the camera, cinematography, sound recording, and the use of lighting. | | | | x |
| 10 | Develops editing techniques and the use of editing software for film, television, and video production. | x | | | |
| 11 | Enhances technical and aesthetic skills necessary to create digital media narratives for video installation, interactive film, experimental cinema, and virtual reality. | x | | | |
| 12 | Analyzes how audiences consume media texts with an eye to identify reception patterns and to understand socio-cultural effects of audio-visual productions. | | | x | |
| 13 | Instills necessary skills to work as part of a group and collaborate efficiently with group members in a film production project. | | x | | |

COURSE SYLLABUS
TRANSMEDIA STORYTELLING

| | |
|---|---|
| Course Name | Transmedia Storytelling |
| Course Type | Elective |
| Code | FAD 420 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | None |
| Semester | |
| Course Content | The course aims to introduce students different various narrative forms that are produced across multiple media platforms. It examines how major cultural, social and political changes, which have occurred as a result of media convergence, have created a cultural shift and been transforming audience participation, interaction and consumption. In this course, students will have opportunity to conceptualize, create and finally produce a major transmedia narrative project. |
| Learning Outcomes | After successful completion of the course, the student will be able to: 1) Explore the role of transmedia in today's world 2) Analyze the theories of convergence culture 3) Understand the evolution of transmedia storytelling 4) Apply transmedia storytelling techniques 5) Produce an original transmedia project 6) Critique transmedia media platforms for design, accessibility, and usage |
| References | TBA |
| Learning and teaching strategies | Lecture Class Presentation Class discussion |
| Evaluation | Exams, Participation, Presentation and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|--|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Negotiation Process | FAD 420 | Spring | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face and distance learning when required | | | | | | |
| Learning and teaching strategies | Lecture, class presentation, class discussion | | | | | | |
| Instructor (s) | TBA | | | | | | |

| | |
|--------------------------|---|
| Course objective | The course aims to introduce students different various narrative forms that are produced across multiple media platforms. |
| Learning outcomes | <p>After successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1) Explore the role of transmedia in today's world 2) Analyze the theories of convergence culture 3) Understand the evolution of transmedia storytelling 4) Apply transmedia storytelling techniques 5) Produce an original transmedia project <p>Critique transmedia media platforms for design, accessibility, and usage</p> |
| Course Content | It examines how major cultural, social and political changes, which have occurred as a result of media convergence, have created a cultural shift and been transforming audience participation, interaction and consumption. In this course, students will have opportunity to conceptualize, create and finally produce a major transmedia narrative project. |
| Mode of Delivery | Face to face and distance learning when required |
| References | <p>Evans, E. (2011). <i>Transmedia Television. Audiences, New Media and Daily Life</i>. New York: Routledge.</p> <p>- Eco, U. (1979). <i>The Role of the Reader</i>. Bloomington: Indiana University Press.</p> <p>- Fiske, J. (1992). <i>The cultural economy of fandom</i>. In L. A. Lewis (Ed.), <i>The Adoring Audience: Fan Culture and Popular Media</i> (pp. 30-49). London and New York: Routledge.</p> <p>- Freeman, M. et al. (2014). "Towards an Archaeology of Transmedia Storytelling" in <i>Transmedia Archaeology</i>. London: Palgrave.</p> <p>- Ibrus, I., & Scolari, C. (2012). <i>Crossmedia Innovations</i>. Berlin & New York: Peter Lang.</p> <p>- Jenkins, H. (2006): <i>Convergence Culture: Where Old and New Media Collide</i>. New York: New York University Press. 2006.</p> <p>Jenkins, H. (2009). <i>The Revenge of the Origami Unicorn: Seven Principles of Transmedia Storytelling</i></p> <p>- Part 1: http://henryjenkins.org/blog/2009/12/the_revenge_of_the_origami_uni.html</p> <p>- Part 2: http://henryjenkins.org/blog/2009/12/revenge_of_the_origami_unicorn.html</p> <p>- Klastrup, L., & Tosca, S. (2004). <i>Transmedial worlds - rethinking cyberworld design</i>. In <i>CW '04 Proceedings of the 2004 International Conference on Cyberworlds</i>. Tokyo. Washington: IEEE Computer Society.</p> <p>- Ryan, M.-L. (2013). <i>Transmedial storytelling and transfictionality</i>. <i>Poetics Today</i>, 34(3), 361-388.</p> <p>- Scolari, C. (2009). <i>Transmedia Storytelling: Implicit Consumers, Narrative Worlds, and Branding in Contemporary Media Production</i>. <i>International Journal of Communication</i> (3), pp. 586-606.</p> <p>- Tosca, S., & Klastrup, L. (2014). <i>Game of Thrones: Transmedial worlds, fandom, and social gaming</i>. In M. Ryan, & J. Thon (Eds.), <i>Storyworlds across Media</i> (pp. 295-314). Nebraska: University of Nebraska Press.</p> <p>Yorke, J. (2013). <i>Into the Woods. How Stories Work and Why We Tell Them</i>. London: Penguin Random House.</p> |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1.Week | Introduction |
| 2.Week | Definition of Transmedia |
| 3.Week | History of Transmedia |
| 4.Week | Transmedia Experience |
| 5.Week | Writing a Literary Text |
| 6.Week | Creating Story in Transmedia |
| 7.Week | Midterm |
| 8.Week | Transmedia Storytelling in Social Media I |
| 9.Week | Transmedia Storytelling in Social Media II |
| 10.Week | Practice I |
| 11.Week | Practice II |
| 12.Week | Student Presentations |
| 13.Week | Student Presentations |
| 14.Week | Review |
| 15.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|-----------------------|---------------|---------------------|
| Attendance | 14 | %10 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 1 | %30 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %30 |
| Total | 17 | %100 |

| | | |
|--|----|------|
| Contribution of semester works to success points | 16 | %70 |
| Contribution of final exam to success points | 1 | %30 |
| Total | 17 | %100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 25 | 25 |
| Project | | | |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 25 | 25 |
| Total Workload | 31 | 76 | 154 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | x |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | x |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | x |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | x |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | x |

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest

COURSE SYLLABUS
MEDIA CRITICS

| | |
|---|---|
| Course Name | Media Critics |
| Course Type | Dept. Elective |
| Code | FAD 463 |
| ECTS | 5 |
| Instructor (s) | - |
| Prerequisites | - |
| Semestre | - |
| Course Content | <p>In contemporary society, the media, including the Internet, television, smart phones, radio, magazines, movies, music, newspapers, and books, saturate our everyday lives to an extent unprecedented in human history. Their effects are wide-ranging and transformative, including affecting our perception of reality, influencing how and what we think about, and framing our understanding of the world around us. Yet, due to their pervasiveness, rarely do we seriously consider the media and the issues they raise.</p> <p>This course will introduce you to the seminal theories in media studies. By considering these different approaches, we will situate the media in a broader historical, social, political, and economic context to better understand their nature and their roles in (re)producing the (global) societies we live in. We will examine the structures, forces, and environments that produce media; we will analyze mediated texts and images and their roles in shaping our ideas, cultures, and identities; and, we will explore the different ways people actively engage in using and interpreting the media.</p> |
| Learning Outcomes | <p>After successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Acquisition of the critical, historical and technical vocabulary to describe, analyze and produce media. • Appreciation of the interdependency between media representations, narratives, information, and relationships to power. • Improved critical thinking, writing and media skills. |
| References | |
| Learning and teaching strategies | Lecture, Class discussion, Project analysis |
| Evaluation | Exams, Project and Attendance |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | FAD 463 | Fall | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | - | | | | | | |
| Course Language | English | | | | | | |
| Course Type | - | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecture, Class discussion, Class presentation | | | | | | |

| | |
|--------------------------|---|
| Instructor (s) | Assist. Prof. Murat Özdemir |
| Course objective | This course examines schools of thought surrounding the systematic operation and impact of media, particularly moving image media and sounds. Students will be introduced to the history of media theory, from the Frankfurt school to the public sphere, as well as to critical methods for designing, producing, and writing about media. Topics include truth and representation, design and impact, story and argument. Students will express their ideas about media with critical insights, conversations, hypertextual essays, creative designs and by thinking through ethical contexts for media production, consumption and distribution. |
| Learning outcomes | <ol style="list-style-type: none"> 1) Acquisition of the critical, historical and technical vocabulary to describe, analyze and produce media. 2) Appreciation of the interdependency between media representations, narratives, information, and relationships to power. 3) Improved critical thinking, writing and media skills. |
| Course Content | This course will introduce students to the seminal theories in media studies. By considering these different approaches, we will situate the media in a broader historical, social, political, and economic context to better understand their nature and their roles in (re)producing the (global) societies we live in. We will examine the structures, forces, and environments that produce media; we will analyze mediated texts and images and their roles in shaping our ideas, cultures, and identities; and, we will explore the different ways people actively engage in using and interpreting the media. |
| Mode of Delivery | Face to face learning |
| References | |

Form IVb (English): Subjects by weeks

| Weeks | Subjects |
|----------------|--|
| 1.Week | Introduction |
| 2.Week | Mass Psychology (G. Le Bon) |
| 3.Week | Frankfurt School, Cultural Industries I (Adorno and Horkheimer) |
| 4.Week | Frankfurt School, Cultural Industries II (Adorno and Horkheimer) |
| 5.Week | Frankfurt School (Walter Benjamin) |
| 6.Week | Cultural Studies, (Stuart Hall) |
| 7.Week | Cultural Studies, (Raymond Willams) |
| 8.Week | Mid-term |
| 9.Week | Social Space and Symbolic Power (Pierre Bourdieu) |
| 10.Week | Cultural Hegemony (Antonio Gramsci) |
| 11.Week | Propaganda Model (Noam Chomsky) |

| | |
|----------------|--|
| 12.Week | Structuralism and Post Structuralism Semiotics and Media I |
| 13.Week | Structuralism and Post Structuralism Semiotics and Media II |
| 14.Week | Symbolic Interactionism and the Media |
| 15.Week | Revision |
| 16.Week | Final Exam |

Form Vb (İngilizce): Assesment Method

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 14 | % 10 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 1 | % 10 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exam | 1 | %30 |
| Final Exam | 1 | %50 |
| Total | 17 | % 100 |
| Contribution of semester works to success points | 0 | %0 |
| Contribution of final project to success points | 0 | %0 |
| Total | 17 | % 100 |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|---|---------------|------------------------|------------------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | | | |
| Application | | | |
| Specific practical training | | | |
| Field activities | 0 | 0 | 0 |
| Study Hours Out of Class (Preliminary work, reinforcement, etc) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 20 | 20 |
| Project | 0 | 0 | 0 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 15 | 15 |
| Final Exam (Study duration) | 1 | 20 | 20 |
| Total Workload | 31 | 61 | 139 |

**Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM
OUTCOMES MATRIX**

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn and can interpret the basic principles, theories and concepts of social sciences, communication and media studies. | | | | | X |
| 2. By understanding the interdisciplinary structure of communication sciences, students gain the ability to develop critical approaches with their artistic, social and economic-political background. | | | | | X |
| 3. Students gain skills in using digital media tools effectively and creatively, and in content production and management. | | | | | |
| 4. Students can conduct research and analyze data using qualitative and quantitative research methods in the field of media and communication. | | | | | X |
| 5. Students gain the ethical principles and legal regulations in the field of media and communication and the ability to act in accordance with these principles. | | | | | X |
| 6. By blending theoretical and practical knowledge with problem-solving skills, students gain the skills necessary to be employed in public/private sector institutions and non-governmental organizations. | | | | | X |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
CHAOS, CRISIS, AND COMMUNICATION

| | |
|---|---|
| Course Name | Chaos, Crisis, and Communication |
| Course Type | Required |
| Code | FAD 320 |
| ECTS | 5 |
| Instructor (s) | |
| Prerequisites | - |
| Semestre | Spring |
| Course Content | The world we live in today is characterized by a structure in which uncertainties play a dominant role, within which discourses of crisis and chaos have become normalized in everyday life. Moreover, this uncertainty is not limited to fields such as economics and diplomacy; it continues to intensify its influence across social and societal structures as well as within the field of communication. The world is now experiencing an age of chaos and crises, and this “new order” fundamentally affects all communication strategies at both societal and global levels. From this perspective, within the scope of this course, the potential risks that emerge within the framework of chaos and crisis as realities of the new world will be examined by placing communication strategies at the center, and will be addressed in social, economic, and organizational contexts. In this regard, the effects of risks on both political-economic and organizational contexts, as well as on social structures, and possible solutions to these risks will be evaluated. |
| Learning Outcomes | Upon successful completion of this course, students will be able to analyze the dynamics of chaos and crisis in contemporary social, economic, and organizational contexts; anticipate and assess potential risks arising from uncertainty; develop and evaluate organizational-level risk management strategies and action plans; demonstrate a solid understanding of crisis management processes and crisis communication principles; design effective communication strategies for managing and mitigating crises; and critically evaluate the social, economic, and organizational impacts of crises in order to propose appropriate and sustainable solutions. |
| References | Kotler, P., & Caslione, J. A. (2009). <i>Chaotics: The business of managing and marketing in the age of turbulence</i> . AMACOM. Bauman, Z. (1991). <i>Modernity and ambivalence</i> . Polity Press. Beck, U. (1992). <i>Risk society: Towards a new modernity</i> (M. Ritter, Trans.). Sage Publications. (Original work published 1986) Beck, U., & Beck-Gernsheim, E. (1995). <i>The normal chaos of love</i> . Polity Press. |
| Learning and teaching strategies | Lecturing, discussion, practice, presentation. |
| Evaluation | 10% Participation and Attendance: Students are expected to attend the class (by the law- minimum %70) and class discussions. Absences from classes will result in a further reduction of the final grade. If you are absent for more than %30 of the classes, you will be in danger of failing this course. 20% Quiz: Students are expected to participate in in-class mini quizzes based on assigned readings, film screenings, research tasks, and similar coursework. A minimum of two (2) and a maximum of four (4) mini quizzes will be administered during the semester. Each mini quiz will be conducted in the |

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| | <p>class session of the week following the class in which the related assignment is given.</p> <p>30% Midterm Exam: Students are expected to attend the midterm exam on the scheduled date. The scope of the midterm exam and its procedures will be announced in class prior to the examination.</p> <p>40% Final Project (Presentation and Report Submission): Within the scope of this course, there will be no final examination at the end of the semester. Instead, students are expected to submit a comprehensive written report related to the course and deliver a project presentation. Detailed information regarding the final project will be shared with students during class sessions throughout the semester.</p> |
| Course Language | English |

Form IIIb (English): COURSE INFORMATION

| Course Name | Code | Semestre | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|-----------------|----------------------------|---------------------------------|--------------------------------|------------------------|-------------|
| Negotiation Process | FAD 308 | FALL | 2 | 1 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Required | | | | | | |
| Mode of Delivery (face to face, distance learning) | Face to face | | | | | | |
| Learning and teaching strategies | Lecturing, discussion, practice, presentation | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | <ul style="list-style-type: none"> • To define the concepts of chaos and crisis and accurately position them within the context of today's world • To identify the risks and uncertainties facing organizations within the framework of emerging information technologies and globalization • To analyze potential chaos and crisis scenarios, identify related problems, and develop appropriate solutions • To determine strategic roadmaps for organizational structures within the "new world order" shaped by risk and uncertainty • To identify and implement appropriate communication strategies in environments characterized by chaos and crisis | | | | | | |
| Learning outcomes | <p>Students who successfully complete this course are expected to acquire the following knowledge and skills:</p> <ul style="list-style-type: none"> • Ability to anticipate potential risks arising from chaos and crises • Ability to develop organizational-level risk management plans and solutions • Knowledge of crisis management and crisis communication • Ability to identify appropriate communication strategies in contexts of chaos and crisis and effectively implement these strategies through suitable media channels | | | | | | |

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| Course Content | The world we live in today is characterized by a structure in which uncertainties play a dominant role, within which discourses of crisis and chaos have become normalized in everyday life. Moreover, this uncertainty is not limited to fields such as economics and diplomacy; it continues to intensify its influence across social and societal structures as well as within the field of communication. The world is now experiencing an age of chaos and crises, and this “new order” fundamentally affects all communication strategies at both societal and global levels. From this perspective, within the scope of this course, the potential risks that emerge within the framework of chaos and crisis as realities of the new world will be examined by placing communication strategies at the center, and will be addressed in social, economic, and organizational contexts. In this regard, the effects of risks on both political-economic and organizational contexts, as well as on social structures, and possible solutions to these risks will be evaluated. |
| Mode of Delivery | Face to face |
| References | Kotler, P., & Caslione, J. A. (2009). <i>Chaotics: The business of managing and marketing in the age of turbulence</i> . AMACOM. Bauman, Z. (1991). <i>Modernity and ambivalence</i> . Polity Press. Beck, U. (1992). <i>Risk society: Towards a new modernity</i> (M. Ritter, Trans.). Sage Publications. (Original work published 1986) Beck, U., & Beck-Gernsheim, E. (1995). <i>The normal chaos of love</i> . Polity Press. |

Form IVb (English): Subjects by weeks

| Weeks | Subject | Content |
|----------------|---|---|
| Week 1 | Introduction: Course orientation and overview of the course content | Overview of course procedures, assessment criteria, and expectations |
| Week 2 | Fundamental concepts of chaos and crisis | Defining the concepts of chaos and crisis, examining the key differences between them, and exploring their relationship with the field of communication |
| Week 3 | The concepts of the “new world” and the “new normal” and their emerging characteristics | The transformation of the individual and society within the postmodern reality of the 21st century |
| Week 4 | From Normalcy to Turbulence: Chaos and Management Failures | Examining the impacts of the new normal on corporate relations and communication management and proposing alternative management and communication strategies |
| Week 5 | Chaos Models: Managing Vulnerabilities and Opportunities | Designing Management and communication Systems for a Resilient Organization |
| Week 6 | MIDTERM | * |
| Week 7 | Marketing and communication strategies for resilient organizations | Examining the communication strategies for the ‘World of the new normal’ |
| Week 8 | Growing in an Age of Turbulence | Examining organizational growth strategies within the framework of agility and innovation culture in 21st-century business life |
| Week 9 | Chaos, crisis and new media | Evaluating new media elements as chaotic parameters and examining potential risks for organizations |
| Week 10 | The New Media Ecosystem and Crises | Examining social media crises, hashtag activism, viral content, and cancel culture |

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|--------------------------|--|---|
| Week 11 | Disinformation, Misinformation, and Crisis | In addition to examining the relationship between fake news and crisis, issues related to verification mechanisms and media literacy will be addressed. |
| Week 12 | Corporate Crises and Reputation Management | Topics to be covered include brand crises, CEO and spokesperson communication, and post-crisis reputation repair. |
| Week 13 | Final Presentations and tutorials | Presentations of the projects and feedback on final reports |
| Week 14 | Final Presentations and tutorials | Presentations of the projects and feedback on final reports |
| Week 15 OR 16 | <i>Final report submissions</i> | The submission date of the projects will be announced |

Form Vb (İngilizce): Assessment Method

| Semester Works | Number | Contribution |
|--|--------|--------------|
| Attendance and Participation | 14 | % 10 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment and mini quiz | 2 | % 20 |
| Final Presentation | 1 | % 20 |
| Final Report | 1 | % 20 |
| Project | 0 | %0 |
| Seminar | 0 | %0 |
| Mid-term Exam | 1 | % 30 |
| Final Exam | 0 | %0 |
| Total | 19 | % 100 |
| Contribution of semester works to success points | 18 | % 60 |
| Contribution of final presentation to success points | 1 | % 20 |
| Contribution of final report to success points | 1 | % 20 |
| Total | 19 | % 100 |

SUMMARY OF GRADING AND TIMING

| Component | Weight (%) | Notes |
|-----------------------------------|------------|--------------------------------------|
| Attendance and Participation | 10% | Weeks 1–14 |
| Homework Assessment and Mini Quiz | 20% | 2 assignments/quizzes (Weeks 4 & 10) |
| Final Presentation | 20% | Week 13–14 |
| Final Report | 20% | Week 15–16 |
| Mid-term Exam | 30% | Week 7 |
| TOTAL | 100% | |

Form VIb (English): WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|-----------------------------|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 0 | 0 | 0 |
| Application | | | |
| Specific practical training | | | |
| Field activities | | | |

| | | | |
|---|----|----|-----|
| Study Hours Out of Class (Preliminary work, reinforcement, ect) | 14 | 3 | 42 |
| Presentation / Seminar Preparation | 1 | 10 | 10 |
| Project (Report) | 1 | 10 | 10 |
| Homework Assessment and mini quizzes | 2 | 2 | 4 |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | 0 | 0 | 0 |
| Total Workload | 33 | 58 | 118 |

Form VIIb (English): THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|---|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | | | | X | |
| 2. Students interpret these theories and concepts in the context contemporary societies | | | | | X |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | | | X | | |
| 4. Students create media content by applying principals of visual aesthetics | | | X | | |
| 5. Students analyze media texts and learn media literacy | | | | | X |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | | X |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | | X |
| 9. Students apply social science concepts to personal, social, and political issues | | | | | X |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | | X | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | | | | X |

| | | | | | |
|---|---|--|---|--|---|
| 12. Students acquire knowledge about new media professions and the sector | | | | | X |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | X | | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | | | X |
| 16. Students have effective written and oral communication skills in English | | | X | | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

GAME BASED STRATEGIES
COURSE SYLLABUS

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|----------------------------------|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Game-based strategies | FAD 321 | Fall | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | This course will combine lectures, discussions and field works. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | This course examines how games can be leveraged to achieve organizational objectives in areas such as education, business, marketing, and behavior change. It aims to inform students about game-based learning, serious games, and gamification practices, along with their underlying theoretical foundations. | | | | | | |
| Learning outcomes | Students who complete this course will be able to: Gain a broad understanding of the various methods for employing games as part of serious real-world contexts. Learn the psychological theories underpinning game-based strategies. Develop a critical perspective on gamification and the serious applications of games. | | | | | | |
| Course Content | The course content encompasses game-based learning, serious games, gamification, and their applications across various fields, as well as the theories underpinning these practices. It aims to equip students with the knowledge and insight to apply games for serious real-world purposes and to derive tangible benefits from such implementations. Throughout the term, students will present a project on game-based strategies using the concepts and methods they have learned. Additionally, the course seeks to foster a critical perspective on these applications and the broader concept of “game-based strategy.” | | | | | | |
| References | <p>“Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps” by Gabe Zichermann and Christopher Cunningham.</p> <p>“The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education” by Karl Kapp.</p> <p>“The Gameful World: Approaches, Issues, Applications” by Steffen P. Walz and Sebastian Deterding</p> <p>Özkan, Ç. (2020). Yeni Medyada Dijital Hikâye Anlatısına Yeni Bir Yaklaşım: Haber Oyunları. <i>Etkileşim</i> (6), 146-167. https://doi.org/10.32739/etkilesim.2020.6.79</p> | | | | | | |

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|---------|--|
| 1. Week | Introduction to Course: “What Is a Game?” |
| 2. Week | Game-Based Strategies: Definitions and Scope |
| 3. Week | Serious Games |

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|----------------|--------------------------------------|
| 4.Week | Game-Based Learning |
| 5.Week | Gamification |
| 6.Week | Theories Behind Gamification |
| 7.Week | Applications of Gamification I |
| 8.Week | Midterm |
| 9.Week | Applications of Gamification II |
| 10.Week | Gamification Design Elements |
| 11.Week | Critical Approaches |
| 12.Week | Developing Game-Based Strategies I |
| 13.Week | Developing Game-Based Strategies II |
| 14.Week | Developing Game-Based Strategies III |
| 15.Week | Review |
| 16.Week | Final exams |

ASSESSMENT METHOD

| Semester Works | Number | Contribution |
|--|---------------|---------------------|
| Attendance | 0 | %0 |
| Laboratory | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 0 | %0 |
| Presentation | 0 | %0 |
| Project | 1 | %50 |
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %30 |
| Final Exam | 1 | %20 |
| Total | 4 | %100 |
| Contribution of Semester Works to Success Points | | |
| Contribution of Final Project to Success Points | | |
| Total | | |

WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|--------|--------------------|-----------------|
| Course Duration (x14) | 14 | 3 | 42 |
| Laboratory | 0 | | |
| Application | 0 | | |
| Specific practical training | 0 | | |
| Field activities | 0 | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 14 | 2 | 28 |
| Presentation / Seminar Preparation | 0 | | |
| Project | 1 | 40 | 40 |
| Homework assignment | | | |
| Midterms (Study duration) | 1 | 20 | 20 |
| Final Exam (Study duration) | 1 | 10 | 10 |
| Total Workload | | | 140 |

THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Students learn fundamental principles of social sciences, communication and new media studies | X | | | | |
| 2. Students interpret these theories and concepts in the context contemporary societies | X | | | | |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | X | | | | |
| 4. Students create media content by applying principals of visual aesthetics | | X | | | |
| 5. Students analyze media texts and learn media literacy | | | X | | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | | | X |
| 7. Students get familiarized with the issues of ethical problems, human rights, and public interests | | | | | X |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | | X |
| 9. Students apply social science concepts to | | | | | X |

| | | | | | |
|---|---|---|---|---|--|
| personal, social, and political issues | | | | | |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | | X | | |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | X | | | |
| 12. Students acquire knowledge about new media professions and the sector | X | | | | |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | | X | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
PODCASTING

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|---|---|----------|---------------------|--------------------------|-------------------------|-----------------|------|
| Podcasting | FAD 448 | Fall | 2 | 2 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | This course will combine lectures, discussions and application. | | | | | | |
| Instructor(s) | | | | | | | |
| Course objective | This course introduces students to podcasting as an emerging form of digital communication within the new media ecosystem. The aim is to examine what podcasts are, how they function, and in which ways they can be used as a strategic medium for journalism, storytelling, education, and branding. By combining theoretical perspectives with hands-on practice, students will explore the cultural, social, and economic dimensions of podcasting while also developing the skills to design, produce, and critically evaluate podcast content. | | | | | | |
| Learning outcomes | By the end of this course, students will be able to: 1. Define podcasting and explain its role as a new medium in contemporary communication. 2. Analyze the historical development and current trends of podcasting in global and local contexts. 3. Discuss theoretical frameworks (e.g., remediation, orality, parasocial interaction, media ecology) relevant to podcasting. 4. Critically evaluate podcasts in terms of content, format, audience engagement, and communicative value. 5. Apply storytelling and narrative techniques in planning and scripting a podcast. 6. Gain practical skills in podcast production, including recording, editing, and publishing. 7. Reflect on the creative economy and platform culture of podcasting as part of the broader media industries. | | | | | | |
| Course Content | Introduction to podcasting – definition, characteristics, and place in the new media ecosystem; history and evolution of podcasting; global and Turkish podcast landscapes; podcast genres; theoretical perspectives on podcasting; podcast design, technical skills for podcasting, the political economy and creative economy of podcasting. | | | | | | |
| References | Llinares, D., Fox, N., Berry, R. (2018). <i>Podcasting: New Aural Cultures and Digital Media</i> . Palgrave Macmillan. Weldon, G. (2021). <i>NPR's Podcast Start Up Guide</i> . Ten Speed Press. Cook, Ian M. (2023). <i>Scholarly Podcasting</i> . Taylor & Francis. | | | | | | |

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|----------|--|
| 1. Week | Overview of syllabus, <i>What is a podcast? Why podcasts matter in the new media ecosystem?</i> |
| 2. Week | Podcast Landscape, <i>Global and Turkish podcast markets, genres, trends</i> |
| 3. Week | History & Evolution of Podcasting, <i>From RSS feeds to Spotify/Apple; milestones, Homework (presentation)</i> |
| 4. Week | Theoretical Foundations I, <i>Convergence culture, pro-am revolution</i> |
| 5. Week | Theoretical Foundations II, <i>Remediation, second orality,</i> |
| 6. Week | The Political & Creative Economy of Podcasting |
| 7. Week | Podcast genres |
| 8. Week | Midterm, <i>written exam</i> |
| 9. Week | Podcast Design I, <i>Topic & audience selection, podcast profile</i> |
| 10. Week | Podcast Design II, <i>Storytelling & scripting</i> |
| 11. Week | Podcast Production I, <i>Voice training, recording basics, equipment</i> |
| 12. Week | Podcast Production II, <i>Editing tools</i> |
| 13. Week | Podcast Production III, <i>Adding music, effects, atmosphere, Homework (project outline)</i> |
| 14. Week | Podcast Branding and broadcasting |
| 15. Week | The Political & Creative Economy of Podcasting |
| 16. Week | Final Presentations, <i>podcast projects presentations</i> |

ASSESSMENT METHOD

| Semester Works | Number | Contribution |
|---------------------|--------|--------------|
| Attendance | 0 | %0 |
| Laboratory | 0 | %0 |
| Participation | 0 | %0 |
| Application | 0 | %0 |
| Fieldwork | 0 | %0 |
| Practice | 0 | %0 |
| Homework Assessment | 1 | %10 |
| Presentation | 1 | %10 |
| Project | 0 | %0 |

| | | |
|--|---|------|
| Seminar | 0 | %0 |
| Mid-term Exams | 1 | %20 |
| Final Project | 1 | %60 |
| Total | 4 | %100 |
| Contribution of Semester Works to Success Points | | |
| Contribution of Final Project to Success Points | | |
| Total | | |

WORKLOAD AND ECTS CALCULATION

| Activities | Number | Duration (hour) | Total Work Load |
|--|--------|-----------------|-----------------|
| Course Duration (x14) | 14 | 4 | 56 |
| Laboratory | 0 | | |
| Application | 0 | | |
| Specific practical training | 0 | | |
| Field activities | 0 | | |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 14 | 1 | 14 |
| Presentation / Seminar Preparation | 1 | 4 | 4 |
| Homework assignment | 1 | 4 | 4 |
| Midterms (Study duration) | 1 | 10 | 10 |
| Final Exam (Study duration) | 1 | 40 | 40 |
| Total Workload | 32 | 63 | 128 |

| Program Outcomes | Contribution Level* | | | | |
|--|---------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.Students learn fundamental principles of social sciences, communication and new media studies | X | | | | |
| 2. Students interpret these theories and concepts in the context contemporary societies | X | | | | |
| 3. Students learn media history and social, artistic, economic and political background of these historical developments | X | | | | |
| 4. Students create media content by applying principals of visual aesthetics | | | | X | |
| 5. Students analyze media texts and learn media literacy | | | | X | |
| 6. Students understand the interdisciplinary nature of media and communication studies | | | X | | |
| 7. Students get familiarized with the issues of ethical | | | | X | |

| | | | | | |
|---|---|---|---|---|---|
| problems, human rights, and public interests | | | | | |
| 8. Students develop constructive problem-solving approaches to media and communication matters | | | | X | |
| 9. Students apply social science concepts to personal, social, and political issues | | | | X | |
| 10. Students utilize the theoretical and practical knowledge as an expert in the media sector | | | | | X |
| 11. Students use technical equipment and informatics technologies for both traditional and new media in an effective and creative way | | | | | X |
| 12. Students acquire knowledge about new media professions and the sector | | | X | | |
| 13. Students learn qualitative and quantitative research methods | X | | | | |
| 14. Students acquire competence of conducting independent research | | X | | | |
| 15. Student acquire necessary skills to be employed in public/private sector institutions and civil society organizations | | | X | | |
| 16. Students have effective written and oral communication skills in English | | | | X | |
| *1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest | | | | | |

COURSE SYLLABUS
IMPLICIT REPRESENTATIONS WORKSHOP:
SCENE LAB AND SUBCONSCIOUS INFLUENCE IN SCREEN MEDIA

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | National Credit | ECTS |
|--|---|----------|------------------------|-----------------------------|----------------------------|--------------------|------|
| Implicit Representations Workshop | FAD 332 | Spring | 3 | 0 | 0 | 3 | 5 |
| Prerequisites | None | | | | | | |
| Course Language | English | | | | | | |
| Course Type | Elective | | | | | | |
| Mode of Delivery | Face to face | | | | | | |
| Learning and teaching strategies | This course will combine lectures, discussions and application. | | | | | | |
| Instructor (s) | | | | | | | |
| Course objective | Contemporary audiences are shaped not only by what media texts say explicitly, but also by what they normalize implicitly—through framing, repetition, character engineering, audiovisual design, and narrative patterns. This course responds to a growing need for methodological media literacy: the ability to identify and analyze implicit representations without falling into overinterpretation or speculative claims. Rather than a purely theoretical lecture course, this elective is designed as a “Scene Lab”: students learn by analyzing concrete scenes, producing time-coded evidence, building a shared coding framework, and developing a structured analytical report. | | | | | | |
| Learning outcomes | <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish implicit representation from explicit messaging, subtext, and simple implication. 2. Produce time-coded, evidence-based scene analyses using audiovisual indicators (frame, edit, sound, narrative). 3. Develop and apply a basic coding scheme (codebook) for consistent analysis across content. 4. Identify recurring representational patterns (rather than relying on single-scene claims). 5. Evaluate alternative interpretations and state conclusions with methodological caution. 6. Produce a structured analytical report and present findings in a professional format. | | | | | | |
| Course Content | <p>This elective workshop trains students to analyze implicit representations in screen media (film, series, advertising, social video, and digital content) using a disciplined, evidence-based approach. Students will practice scene-by-scene analysis, focusing on how meaning is carried by camera language, editing rhythm, sound design, mise-en-scène, narrative structure, and character construction.</p> <p>A key emphasis is distinguishing between plausible interpretation and unsupported inference. Students learn to move from intuition to method: collecting time-coded evidence, identifying recurring patterns, testing alternative explanations, and writing an academically defensible analysis.</p> | | | | | | |
| References | <ol style="list-style-type: none"> 1. Roland Barthes — <i>Mythologies</i> 2. Stuart Hall — <i>Representation: Cultural Representations and Signifying Practices</i> 3. David Bordwell & Kristin Thompson — <i>Film Art: An Introduction</i> | | | | | | |

- | | |
|--|--|
| | 4. Michel Chion — <i>Audio-Vision: Sound on Screen</i> 5. Robert Entman — “Framing: Toward Clarification of a Fractured Paradigm” |
|--|--|

COURSE WEEKLY SCHEDULE

| Weeks | Subjects |
|-----------------|--|
| 1. Week | Course rules and method — evidence, patterns, and avoiding overinterpretation |
| 2. Week | The Scene Sheet — how to write time-coded analysis |
| 3. Week | Building a Codebook — categories, indicators, and exclusion rules |
| 4. Week | Visual language I — framing, perspective, and power relations |
| 5. Week | Visual language II — space, light, color, and object placement (context + repetition) |
| 6. Week | Editing — rhythm, repetition, parallel montage, normalization strategies |
| 7. Week | Sound — music as emotional instruction, ambience, silence as meaning |
| 8. Week | Midterm |
| 9. Week | Narrative and character engineering — empathy management and role assignment |
| 10. Week | Framing — what is shown vs. what is excluded; boundaries of “the thinkable” |
| 11. Week | Subconscious influence claims — methodological balance (from priming to “subliminal” limits) |
| 12. Week | Sensitive audiences — children/youth perspectives and normalization risks |
| 13. Week | Advertising/PR micro-analysis — association, value transfer, symbolic positioning |
| 14. Week | Project Clinic — draft critique with a focus on evidence quality |
| 15. Week | Final Presentations — structured findings + Q&A |
| 16. Week | Final |

Assessment and Grading

- **25% Weekly Scene Sheets** (1 page; timecodes + 3 evidence points + 1 alternative explanation)
- **25% Midterm Mini-Report** (3–4 pages; analysis of 3 scenes with preliminary coding)
- **30% Final Report** (8–12 pages; codebook + pattern analysis + alternative explanations)
- **20% Presentation & Discussion Performance** (final presentation + peer critique)

Expected Student Work / Deliverables

Students will leave the course with:

- A personal portfolio of weekly time-coded analyses
- A basic, usable codebook for representational analysis
- A final research-style report and presentation deck