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| **Course Information** | | | | | |
| **Course Title** | **Code** | **Semester** | **T+P Hour** | **Credits** | **ECTS** |
| Seminar in Communication Studies | COMM 580 | 2 | 3+0 | 0 | 0 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | 2nd cycle |
| **Course Type** | Compulsory |
| Course Coordinator |  |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | Becoming an expert with issues and ideas for manuscript submission; acquiring the skills for engaging more comprehensively with the writing style |
| **Content** | Expressing ideas as complying with the rules for the preparation of a manuscript |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. Students demonstrate effective research skills and apply the convention of citation correctly. | 1,2,3,4,5,6,7,8,9,10 | 1,2,7,15 | A,C |
| 1. Students gather relevant information that has been paraphrased from multiple sources. | 1,2,3,4,5,6,7,8,9,10 | 1,2,7,15 | A,C |
| 1. Students revise and edit their own writing for appropriateness. | 1,2,3,4,5,6,7,8,9,10 | 1,2,7,15 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Interactive Lecture, 7: Brainstorming, 15: Assignment, |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Selecting the Thesis Topic |  |
| 2 | Selecting the Thesis Topic |  |
| 3 | Selecting the Thesis Topic |  |
| 4 | Selecting the Thesis Topic |  |
| 5 | Initial Literature Revew and Identification of a Specific Research Question to Pursue | Weekly readings |
| 6 | Initial Literature Revew and Identification of a Specific Research Question to Pursue | Weekly readings |
| 7 | Initial Literature Revew and Identification of a Specific Research Question to Pursue | Weekly readings |
| 8 | Initial Literature Revew and Identification of a Specific Research Question to Pursue | Weekly readings |
| 9 | Writing a Formal Thesis Proposal: Establishing a Summary of Existing Research Related to the Question, a Statement of the Problem, and the Purpose of the Study | Weekly readings |
| 10 | Writing a Formal Thesis Proposal *continues*: Outlining and Describing an Appropriate Research Design to Test the Hypothesis/Hypotheses | Weekly readings |
| 11 | Writing a Formal Thesis Proposal *continues*: Outlining and Describing an Appropriate Research Design to Test the Hypothesis/Hypotheses | Weekly readings |
| 12 | Writing a Formal Thesis Proposal *continues*: Outlining and Describing an Appropriate Research Design to Test the Hypothesis/Hypotheses | Weekly readings |
| 13 | Discussion on Content Development and Fluency | Weekly readings |
| 14 | Discussion on Content Development and Fluency | Weekly readings |
| 15 | Discussion on Content Development and Fluency |  |
| 16 | Text Analysis and Redrafting/Editing Work |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Day, Robert A. & Gastel, Barbara. How to Write and Publish a Scientific Paper, Greenwood, New York, 2011. |
| **Additional Resources** | Publication Manual of the American Psychological Association, 6th Edition, 2009. Silvia, Paul, How to Write a Lot: A Practical Guide to Productive Academic Writing, APA, New York, 2007. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Final Assignment | 1 | 100 |
| **Total** |  | **100** |

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| **Course Category** | Basic/Occupational |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | To gain the abilities of working with an interdisciplinary approach and adapting theories, methods and practices in different disciplines to the relevant concentration area |  |  |  |  | X |  |
| 2 | To gain the abilities of data collection, literature review and analysis the concentration area of integrated marketing communications management |  |  |  |  | X |  |
| 3 | To gain the ability of communicating within the national and international scientific environments |  |  |  |  | X |  |
| 4 | To gain the knowledge and skills required for scientific research processes |  |  |  |  | X |  |
| 5 | To gain the competence for making critical evaluations and syntheses |  |  |  |  | X |  |
| 6 | To have conducted research at a sufficient level about one’s thesis topic |  |  |  | X |  |  |
| 7 | To possess the behavioral and ethical sensitivity required for the academic life |  |  |  |  | X |  |
| 8 | To possess the necessary computer skills for writing scientific papers and theses |  |  |  | X |  |  |
| 9 | To gain the abilities of being receptive to innovations and novel ideas and developing new ideas |  |  |  |  | X |  |
| 10 | To comprehend fully and appropriately the meaning and significance of integrated marketing communications management in theoretical and practical terms |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 3 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 25 | 5 | 125 |
| Assignment | 1 | 20 | 20 |
| **Total Work Load** |  |  | 209 |
| **Total Work Load / 25 (h)** |  |  | 8,32 |
| **ECTS Credit of the Course** |  |  | 8 |