

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EPI 301	SEMESTER	1
COURSE TITLE	COMMUNICATION MEDIA AND SOCIETY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Optional/ General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/131113/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> ● describe the historical evolution of mass media from Gutenberg's era until today ● analyze and explain the historical developments that led mass media to their modern form ● explain the structure and functions of the media industry ● distinguish between the various forms of communication as developed through centuries ● analyze the role of media in people's lives and the evolution of societies ● use their knowledge in de-codifying the messages of media
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Team work
- Working independently
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility,
- Production of free, creative and inductive thinking

(3) SYLLABUS

From the beginning of human history, the evolution of communication has determined the rhythms of cultural rearrangements and the course of knowledge. In this course, press, radio, cinema, television and the internet are presented in a broader historical and social context as technologies that have largely defined and determine the economic, cultural and social developments in the modern world. The history of the media is presented critically by exploring their effects on human behavior, both individually and collectively. The invention of typography was an important milestone in shaping the modern western world, as it contributed to the revolutions that took place after the 14th century. The Italian Renaissance, the Protestant Reformation, the French Enlightenment, the Industrial Revolution, the Nuclear Revolution, and the Information Revolution are examined under the perspective of the communicative developments and social conditions that have risen over time. At the same time, the course emphasizes on the role that media have today, both as an institution in the wider social context, and as an industry from an economic perspective.

Lectures

- 1st: Introduction, the world of orality
- 2nd: The discovery of typography
- 3rd: The press, the first newspapers and magazines
- 4th: The press in the Greek and European area
- 5th: The cinema
- 6th: Radio in the world.
- 7th: Television and its influence on society
- 8th: Symbiotic industries: Public Relations
- 9th: Symbiotic industries: Advertisement.
- 10th: The Technology Revolution
- 11th: Evaluation of Essays
- 11th: The media as an institution in the modern environment
- 12th: The media industry
- 13th: Revision

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT usage in teaching and in communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	13 * 3 = 39 hours
	Lectures' study	13 * 3 = 39 hours
	Research and essay writing	30 hours
	Preparation-study for final evaluation (exams)	48 hours
	Course total	156 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek</p> <p>Evaluation Methods: mid-term evaluation with short essay (30%) and final evaluation with multiple choice questionnaire and / or short-answer questions (70%).</p> <p>Specifications on the course as well as the evaluation criteria are made known during the first lecture and are recorded in clarity in the material that is posted throughout the semester in the e-class of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography

- Bantimaroudis, F. (2006), *Short history of Communication. Media and Culture*. Thessaloniki: Epikentro Publ. (in greek)
- Biagi, Sh. (1998). *Mass Media and Information*, Athens: Ellin Publ. (in greek)
- Crowley, D. & Heyer P. (2006, 5th Edition). *Communication in History: Technology, Culture and Society*. Boston: Allyn & Bacon
- Folkerts, J., Lacy, S. & Davenport, L. (1998), *The Media in your life: An introduction to mass communication*, Boston: Allyn and Bacon
- Straubhaar, J. & LaRose, R. (2000), *Media now: Communications media in the information age*, Belmont, CA: Wadsworth
- McQuail, D. (2003), *Mass Communication Theory*, Athens: Kastaniotis Publ. (in greek)

- Related academic journals:

- Journal of Communication, Wiley
- Communication Research, Sage
- Journalism & Mass Communication Quarterly, Sage
- New Media & Society, Sage