



SUBJECT DATASHEET

DESIGNING COMMUNICATION CAMPAIGNS

BMEGT41M113

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

DESIGNING COMMUNICATION CAMPAIGNS

ID (subject code)

BMEGT41M113

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	2
Laboratory	0

Type of assessment

exam grade

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Philosophy and History of Science

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU; angol - ENG

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580672/5/2023 registration number. Valid from: 25.10.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The course examines the structure of communication projects, and the most important elements of how to design, implement, and evaluate them. A highlighted objective is to create a coherent view of communication work, as well as of various manifestations, tools, and methods of communication. The course aims to integrate previously studied theoretical tools and practical methods. Participants individually create detailed project documentations according to instructions. They each receive a communication task, prepare the detailed plan of the corresponding project, and perform the research supporting the project plan (Research 1-2). During the course, the most important elements of the project will be discussed in detail..

Academic results

Knowledge

1. Students have a thorough knowledge of the fundamentals of social sciences.
2. Students can place their field in a wider academic context, to learn to recognize the connections to related disciplines, and to utilize the possibilities offered by the broader scene and by the contexts of systematic effects.
3. Students have deep and comprehending knowledge about all areas of communication and media studies, about the scenes of social communication, about corresponding institutions and their functioning mechanisms and processes, and about historical perspectives on these matters.
4. Students know and understand those social and cultural phenomena and problems, both in the local and global scale, that have played, and still do, decisive roles in creating the fundamental intellectual tendencies in the social sciences.
5. Students know the problems and connections of various areas of communication and media systems, including the relation between media and pop culture, the working principles of global media market, and the global rules of cultural exchange.
6. Students know the relations between communication and culture, the manifestation of these relations at various levels, and their consequences in the context of social communication.
7. Students have sufficient knowledge to orient themselves in various mechanisms of social decision making.
8. Students understand and comprehend the channels in which interests are pursued in society, the forums where clashing interests are resolved, and the legal and ethical methods of influencing decisions. On the grounds of their professional knowledge, they recognize peculiarities of communication and information in this field.
9. Students know the characteristics of the cultural space defined by the European Union, and their consequences. 1
10. Students know the functioning of state regulation, its legal background, its institutions, and its tools. 1
11. Students possess the methodological knowledge applicable in their fields, understand the essentials of novel methodological innovations, and comprehend their development tendencies.

Skills

1. Students possess the ability to apply novel perspectives, to approach socio-cultural environments with an interdisciplinary view, and to skillfully apply acquired knowledge in their field.
2. Students can apply their knowledge when recognizing problems and conflicts, and can efficiently contribute to working out and implementing solutions.
3. While working on professional tasks, students are capable of independent analysis, evaluation, and the synthesis of conclusions and explanations.
4. Students are able to identify national and international sources in the social sciences, to rely on them, and to apply the consequences of their work in practice.
5. Students are able to prepare textual summaries and essays on various specific problems of their field in a professional and genuine manner.
6. Students are able to apply a broad spectrum of profound techniques to the critical analysis and expansion of information.
7. Even when having insufficient data, students are able to formulate profound and correct opinions or criticism, to arrive at decisions, and to clearly communicate the consequences to both professional and outsider audiences.
8. Students are able to supervise the work processes in their organizations according to the level of their knowledge., to efficiently cooperate with partners both inside and outside the organization, and to work in a manager position after sufficient experience.
9. Students are able to seek out projects that their organizations or institutions can endorse and implement, to supervise work on projects and their realization, and to cooperate with partners for coordinating the process, 1
10. Students can adapt to rapidly changing environments of work and organization. 1
11. Students are able to prepare conceptions of adaptation in changing environments, and to discuss them with colleagues and other partners, as well as making them accepted. 1
12. Students are capable of forming and implementing individual conceptions. 1
13. On the grounds of their studies, students are able to reflect on their knowledge of social sciences in general and media and communication studies in particular, and to continuously improve their knowledge. 1
14. With their professional knowledge in hand, students can efficiently and successfully work as intellectuals. 1
15. Students are able to practice their profession in at least one foreign language (preferably English), to apply professional terminology, to correctly comprehend technical texts in this language, and to continuously improve their corresponding foreign language skills. 1
16. Students are capable of participating in the process of lifelong learning.

Attitude

1. Students are open to embrace social changes in a dynamic and value-oriented way, and sensitive to perspectives antagonising bias and prejudice.

2. Students accept that cultural phenomena are historically and socially determined and mobile.
3. Students accept the religious and social, historical and present diversity of Hungarian and European identity, and are ready to represent these values.
4. Students are eager to know non-European cultures, and are open to and accepting of them.
5. Students accept and consistently endorse the intellectual diversity of social sciences, and plausibly represents their conceptual foundations in a range of environments.
6. Students increase the awareness of their professional identity, its degree of aptness and of their devotion.
7. Students are critical of those approaches that aim to restrain the openness and diversity of the social sciences, in arenas of science, practice, law, or political communication.
8. Students are sensitive and open to the most fundamental social problems. Their attitude is characterised by a professional and personal solidarity toward the fallen and the defenseless.
9. Students are devoted to the ideas of social equality, of democratic values valid in all walks of life, of the State of Rights and the European value community. They are able to express their opinions in the correct manner. 1
10. Students are open to all forms of professional innovation, and are receptive, but not uncritically, to practical and methodological innovations. 1
11. Students trust their own knowledge and skills, and are committed to concepts of their profession. 1
12. Students are open to critical self-evaluation, to various forms of professional improvement, and to self-advancement methods of intellectuals' world views. They strive to progress in these areas. 1
13. With determination and commitment, students stand up for professional attempts at solving global problems, especially by supporting those scientific and practical efforts that antagonise tendencies threatening sustainability. 1
14. Students are open to, and accepting of, currently forming attempts at quality assurance in the social sciences, and are committed to apply and implement them in their own organizations. 1
15. Students are open to endorsing international cooperations and relations, and are proactive in establishing and sustaining them. 1
16. Students are open to, and supportive of, requests to share their professional knowledge, skills, and experience.

Independence and responsibility

1. In professional forums of communication and media studies, students take genuine and initiative roles along their accepted conceptions of society.
2. In their own professional environment, students form a historically and politically coherent position that contributes to the improvement and awareness of themselves and their environment.
3. When immersed in a professional work environment, students are able to perform and supervise complex tasks that comply with local norms and expectations.
4. Students participate independently and responsively in establishing and maintaining units of their institutions and organizations.
5. Students build their professional career responsively, and support the career of their colleges under their supervision.
6. In professional and social forums, students present their opinions as sovereign peers, represent their profession, organization, and work group responsively, and serve the interests of their profession with commitment.
7. Students are autonomous, constructive and assertive both in intra- and extra-institutional forms of cooperation.
8. In all of their organizational or institutional activities, students use their knowledge and influence responsively, in order to promote and popularize quality work.
9. Students consciously and responsibly act in the interest of legal, ethical, and professional norms of their field, of their employer, and of society at large, in all ways of cooperation. 1
10. Students take the responsibility to enforce professional and ethical norms of their field. 1
11. Students take the responsibility for the texts they produce in all languages, and are aware of the possible consequences. 1
12. Students consciously represent the methods they use in their work, and accept divergences in the methodological norms of other fields. 1
13. In necessary, students take the responsibility for the professional development of individuals and groups within their spheres of authority. 1
14. Students take independent and responsible roles in establishing and maintaining professional organizations at national and international scales.

Teaching methodology

Lectures, practices, written and oral communication, individual and group assignments, projects, work organization techniques.

Materials supporting learning

- Veres Z. és Hoffmann M. és Kozák Á. (ed.) (2016): Bevezetés a piackutatásba. Budapest: Akadémia Kiadó.
- Horváth D. és Bauer A. (szerk.) (2013) Marketingkommunikáció: Stratégia, új média, fogyasztói részvétel. Bp.: Akadémia.
- Incze K. és Péntes A. (2006) A reklám helye 2.0, (2. kiad.) Budapest: n.a.
- Nyárády Gáborné és Szeles Péter, (én.), Publick Relations I-II. Bp: Perfekt.
- Hamburger Béla (2009) Kampánytervezés. BGF, Online.
- Kádár Magor (2008): Kampánykommunikáció. Kézikönyv a kommunikációs kampányok elemzéséhez és tervezéséhez. Kriterion Könyvkiadó, Kolozsvár.
- Az órai ppt-k anyaga, elérhető a tárgy Moodle-felületén.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése egy évközi írásbeli teljesítménymérés (egy szintfelmérő értékelés), házi feladatok, a gyakorlatokon tanúsított aktív részvétel (részteljesítmény értékelés), illetve a vizsgaidőszakban végzett teljesítményértékelés (egy írásbeli és egy szóbeli) alapján történik.

Performance assessment methods

1. Szintfelmérő értékelés (ellenőrző dolgozat): 1. db zárthelyi szintfelmérő dolgozat, ami a félév során egyszer pótolható vagy javítható az oktató által megjelölt időpontban. Ha a hallgató nem éri el az elégséget, nem kaphatja meg az aláírást. 2. Részteljesítmény-értékelés (házi feladat): a komplett kommunikációs kampány részelemeinek elkészítése, bemutatása, bírálata (projektbeszámoló és prezentációk). 3. Részteljesítmény-értékelés (aktív részvétel): 70%-os aktív jelenlét az órákon. Ha a hallgató nincs jelen az órák 70%-án, nem kaphatja meg az aláírást. B. Vizsgaidőszakban végzett teljesítményértékelés (vizsga) A vizsga elemei: 1. írásbeli teljesítményértékelés (beadandó): a komplett kommunikációs kampánydokumentáció leadása (max. 60 pont) 2. szóbeli teljesítményértékelés (prezentáció): az elkészített komplett kommunikációs kampány bemutatása. (max. 10 pont) 3. évközi eredmények beszámítása: a félév közben elkészített házi feladatok és óra prezentációk beszámítása (max. 30 pont)

Percentage of performance assessments, conducted during the study period, within the rating

- 1. szintfelmérő értékelés (ellenőrző dolgozat): 25
- részteljesítmény értékelés (házi feladat) : 50
- részteljesítmény értékelés (aktív részvétel): 25
- összesen: 100

Percentage of exam elements within the rating

- írásbeli részvizsga : 60
- szóbeli részvizsga : 10
- évközi eredmények beszámítása: 30
- összesen: 100

Conditions for obtaining a signature, validity of the signature

Az aláírás megszerzésének feltétele, hogy a 3.3. pont szerint megszerezhető pontszám legalább 50%-át elérje a hallgató. A megszerzett aláírás a TVSZ szerinti időtartamig érvényes. A tantárgyból korábban szerzett aláírások és vizsgaérdemjegy megállapításnál figyelembe vehető évközi eredmények 4 félévig visszamenőleg fogadhatók el.

Issuing grades

Excellent	95
Very good	90–95
Good	80–89
Satisfactory	60–79
Pass	50–59
Fail	50

Retake and late completion

1) Az évközi szintfelmérő értékelés (ellenőrző dolgozat) a félév során egyszer pótolható/javítható az oktató által megjelölt időpontban. Ha a hallgató a pótlással vagy javítással sem éri el az 50%-ot, nem kaphatja meg az aláírást. 2) Az évközi beadott és elfogadott házi feladatok nem javíthatók, a késedelmes leadás 24 óránként 10%-nyi pontvesztéssel jár. 3) Az aktív részvétel – jellegéből adódóan – nem pótolható, nem javítható, továbbá más módon nem kiváltható vagy helyettesíthető.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	56
félévközi készülés a gyakorlatokra	6
felkészülés a teljesítményértékelésekre	6
házi feladat elkészítése	20
kijelölt írásos tananyag önálló elsajátítása	8
vizsgafelkészülés	54
összesen	150

Approval and validity of subject requirements

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

Additional lecturers

Csordás Hédi Virág egyetemi tanársegéd hedi.csordas@filozofia.bme.hu

Szabó Krisztina egyetemi tanársegéd kriszti.szabo@filozofia.bme.hu

Dr. Ziegler Zsolt egyetemi adjunktus zsolt.ziegler@filozofia.bme.hu

Approval and validity of subject requirements