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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Course Name** | | **Code** | **Semester** | **T+U** | **Credit** | **ECTS** | | **Mass Communication Theories** | |  | 2 | 2+0 | 2 | 3 | | Prerequisite Courses |  | | | | | | | Language of the Course | Turkish | | | | | | | Type of Course | Field Elective | | | | | | | Course Coordinator |  | | | | | | | Instructor |  | | | | | | | Course Assistants |  | | | | | | | The aim of lesson | It is aimed to explain the historical development of mass communication theories and the relationship of this development with economic, political, social, political, cultural and technological variables. | | | | | | | Course Learning Outcomes | At the end of this course, the student;   1. Understands the historical development of mass communication theories and the relationship between theories and different variables. 2. Understands the structure of mass communication theories and uses these theories in research. 3. By learning the approaches to the effects of mass media, he/she will be able to dominate the discussions in this field. 4. mainstream and critical Understands the main differences of approaches 5. Both professional and intellectual in the sense contribution will provide interdisciplinary on matters information owner happens . | | | | | | | Course Content | Theoretical dimensions of mass communication and its relation with other disciplines, theorists of mass communication studies and their approaches, the place, influence and power of mass media in social life; by revealing the conceptual dimensions of mass communication, the arguments put forward by the studies carried out in this field so far; Considering the interdisciplinary nature of communication as a discipline, the main approach differences of mass communication are questi1d methodologically. Mass communication theories and models; Laswell model, Shannon Weaver, Propaganda, Two-Stage Flow, Gatekeeper, Uses and Gratifications, Agenda Setting, Cultural Indicators and Cultivation Theory, Technological Determinist Theory, Frankfurt and the School of Cultural Studies, linguistic and semiotic approaches, economic-political view of mass communication. Includes concepts and topics. | | | | | | | **Weeks** | **Topics** | | | | | | | 1 | Introduction to mass communication theories | | | | | | | 2 | Basic approach differences in communication sciences; critical and mainstream | | | | | | | 3 | Early research in the field of communication | | | | | | | 4 | Propaganda, mass communication, and Hovland's military research | | | | | | | 5 | Two-stage and multiple information flow, gatekeeper, opinion leader | | | | | | | 6 | Socio -psychological approaches in communication : Uses and Gratifications | | | | | | | 7 | Consistency and balance theories | | | | | | | 8 | Agenda Setting Theory | | | | | | | 9 | Cultural Indicators and Cultivation Theory | | | | | | | 10 | Technological Determinist Theory: Mc-Luhan and Innis | | | | | | | 11 | Culture-based theories: The Frankfurt School and the concepts of mass culture and mass industry | | | | | | | 12 | Cultural Studies | | | | | | | 13 | Linguistic and semiotic approaches | | | | | | | 14 | Economic-political approaches to mass communication | | | | | |  |  | | --- | | **General Competencies** | | from students this your lesson mother their subjects their understanding and fields with in applications their use expected . | | **resources** | | Erol Mutlu (2005). Mass Communication Theories. Ankara: Utopia Publishing House.  Levent, Y. (2006), Mass Communication Theories: Sovereign and Critical Approaches, Ankara: Dipnot Publishing House.  İrfan, E. , Korkmaz, A. (1990), Communication and Society, Ankara: Bilgi Publishing House.  Şermin, T., Ruhdan , U., (2004), Communication Studies and Theories, Istanbul: Derin Publications.  Unsal, O. (2000). XIX. Cultural Functions of Mass Communication from the 21st Century to the Present. A Theoretical Approach. Istanbul: Der Publications. | | **Evaluation System** | | It is stated in the syllabus at the beginning of the semester. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **WITH PROGRAM LEARNING OUTCOMES**  **COURSE LEARNING OUTCOMES RELATIONSHIP TABLE** | | | | | | | | | | | | | | | | | | |  | **PO1** | **PO2** | | **PO3** | **PO4** | | **PO5** | **PO6** | | **PO7** | **PO8** | | **PO9** | **PO10** | | **PO11** | **PO12** | | **LO1** | 1 |  | |  | 3 | |  | 5 | | 3 | 3 | | 3 | 4 | |  | 1 | | **LO2** | 1 |  | |  | 3 | |  | 5 | | 3 | 3 | | 3 | 4 | |  | 1 | | **LO3** | 1 |  | |  | 3 | |  | 5 | | 3 | 3 | | 3 | 4 | |  | 2 | | **LO4** | 1 |  | |  | 3 | |  | 5 | | 3 | 3 | | 3 | 4 | |  | 1 | | **LO5** | 1 |  | |  | 3 | |  | 5 | | 3 | 3 | | 3 | 4 | |  | 1 | | **REVENGE: Learning Outputs OP: Program Outputs** | | | | | | | | | | | | | | | | | | | **Contribution**  **level** | | | | **1 Very Low** | | | **2 Low** | | | **3 Medium** | | | **4 High** | | | **5 Very High** | | |   Relation of Program Outcomes and Related Course   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **lesson** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | | Mass Communication Theories | 1 |  |  | 3 |  | 5 | 3 | 3 | 3 | 4 |  | 1 | |