



UNIWERSYTET
PEDAGOGICZNY
IM. KOMISJI EDUKACJI
NARODOWEJ W KRAKOWIE



Institute of Security Education and Computer Sciences

Winter semester:

Module I

Geography of International Security	20
Partisan media bias	
Women weren't Written out of History – They were Never Written in. Perspectives on Women in War and Peace	
History of International Relations	

Summer semester:

Module I

The Role of Intergovernmental Organizations (IGOs) in Maintaining Peace and Security	20
Partisan media bias	
Women weren't Written out of History – They were Never Written in. Perspectives on Women in War and Peace	
Interpersonal Communication	



Course title	Geography of International Security		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Piotr Swoboda, PhD		
Department	Institute of Security and Computer Sciences		

Course objectives (learning outcomes)

The aim of the course is to provide essential knowledge on the field of political geography, especially basic notions, problems and concepts, as well as on the subject of basic political and economic processes that shape and determine contemporary world and international relations.

Prerequisites

Knowledge	Student possesses essential knowledge of the geography of the world and the general history.
Skills	Student can point out main continents and countries as well as main geographical objects on the map of the world.
Courses completed	State's security, international security, international relations, political sciences, law, economy, administration, journalism.

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

- Power Point presentation;
- maps and other cartographic tools;
- multimedial and interactive games (applications) with usage of mobile devices (BYOD).

Assessment methods:



	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x						x	x				

Assessment criteria	Attendance. Participation in the interactive challenges. Student's presentation on the chosen issue, discussion participation..
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Course content (topic list)

<ol style="list-style-type: none"> 1) Political and economic geography and security. The subject of political geography. Basic definitions. State as a main subject of security in the contemporary world. 2) Basic notions and research problems of political geography. The development of political geography. Chosen geopolitical theories and concepts. 3) State in the geopolitical sphere. State and country. State territory. State borders. State internal organization. State capitals. Nationality, national and ethnic minorities. Culture and language. 4) Political changes on the world map. Historical perspective. Crucial moments of the political transformations of the world map. Contemporary political map of the world. 5) Social and economic aspects of contemporary world. Basic notions and indicators of the development. Chosen concepts of world's divisions. Globalisation. 6) Main security changes and problems of contemporary world. 7) Chosen states and regions according to the historical and contemporary geopolitical processes.

Compulsory reading

<ol style="list-style-type: none"> 1) Blacksell M., <i>Political Geography</i>, Routledge, Abingdon, New York 2006. 2) Marshall T., <i>Prisoners of Geography. Ten maps That Tell You Everything You Need To Know About Global Politics</i>, Elliott & Thompson Limited, 2016. 3) Central Intelligence Agency, <i>The World Fact Book</i>, 2020, https://www.cia.gov/library/publications/the-world-factbook/.

Recommended reading

- 1) Brzeziński Z., *The Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, Basic Books, 1998.
- 2) Huntington S., *The Clash of Civilizations and the Remaking of World Order*, Simon & Schuster 2011.
- 3) Jones M., Jones R., Whitehead M., Woods M., Dixon D., Hannah M., *An Introduction to Political Geography: Space, Place and Politics*, Routledge, 2014.
- 4) Otok S., *Geografia polityczna. Geopolityka-ekopolityka-globalistyka*, PWN, Warszawa 2012.
- 5) Rykiel Z., *Podstawy geografii politycznej*, PWE, Warszawa 2006.
- 6) Swoboda P., *Geografia polityczna w analizach i badaniach z zakresu nauk o bezpieczeństwie (wybrane aspekty)*, [w:] *Uwarunkowania bezpieczeństwa międzynarodowego i narodowego na*



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początku XXI wieku, red. P. Swoboda, A. Warchoł, Avalon, Kraków

2019.

- 7) Swoboda P., *Dokąd zmierza współczesny terroryzm? Możliwe kierunki rozwoju zjawiska w drugiej dekadzie XXI wieku*, [w:] *Państwo, prawo, bezpieczeństwo, ekonomia i edukacja w obliczu zagrożeń XXI wieku*, t. 1, red. A. Piędel, J. Pomiankiewicz, A. Żebrowski, Wyższa Szkoła Bezpieczeństwa i Ochrony im. Marszałka Józefa Piłsudskiego w Warszawie, Nisko 2014.
- 8) Sykulski L., *Geopolityka. Słownik terminologiczny*, PWN, Warszawa 2009.



Course title	Partisan media bias
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Semester (winter/summer)	both	ECTS*	5
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Lecturer(s)	Ph.D. Rafał Klepka
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Department	Institute of Security Sciences
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Course objectives (learning outcomes)

The course examines a wide range of the roles of the media in society and their effects on individuals, groups and culture. Students will be introduced to the major theories of media bias and its effects in context of politics and democracy.

Prerequisites

Knowledge	no
Skills	English speaking
Courses completed	No

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					10	5		

Teaching methods:

- Classes will have forms of seminars and group discussion. Students will be acquainted with the mass media and political theory and will take an active part in the activities (work on the text, short movies and tasks relating to mass communication and media especially).
- The role of the teacher consists of introduction to the subject, asking questions, supervising students' individual and collective work, verification of information, commenting, provoking discussion.
- Each student is required to give an oral presentation on a particular aspect of partisan media bias. The presentation should be no more than 20 minutes each.
- Valid active participation in class is required, absences should be made up for individually with the teacher.

Assessment methods:



	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x				x	x	x	x			x	

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation.
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Course content (topic list)

1. Politics in the age of mediatization
2. Politics, democracy and the media
3. The effects of political communication
4. The political media
5. The media as political actors
6. Hazards of partisanship
7. A social science perspective on media bias
8. Political balance in the news
9. Perceptions and consequences of partisan media bias
10. Examples of media bias in selected media coverage of politics

Compulsory reading

1. R. Klepka, *Media political bias: in search of conceptualization*, „Athenaeum. Polskie Studia Politologiczne” 2019, vol. 64(4), pp. 155–168,
2. R. Klepka, *Information and Disinformation and The Transformation of Modern Democracy: From Media Bias through the „Echo Chamber” and the „Filter Bubble” To Fake News* [in:] *Disinformation and Digital Media as a Challenge for democracy. European Integration and Democracy Series*, Vol. 6, ed. G. Terzis, D Kloza, E. Kuźelewska, D. Trotter, Intersentia, Cambridge – Antwerp – Chicago 2020, pp. 31-45,
3. Hopmann D.N., Van Aelst P., Legnante G., *Political balance in the news: A review of concepts, operationalizations and key findings*, „Journalism” 2011, vol. 13, iss. 2
4. T. Groseclose, J. Milyo, *A social-science perspective on media bias*, “Critical Review” 2005, vol. 17, iss. 3-4,
5. A.R. Dimaggio, *The Politics of Persuasion: Economic Policy and Media Bias in the Modern Era*, SUNY Press, Albany 2017.

Recommended reading

1. K. Kenski, K. Hall Jamieson (red.), *The Oxford Handbook of Political Communication*, Oxford 2017;
2. B. McNair, *An Introduction to Political Communication*, Routledge Taylor & Francis Group, London, New York 2018;
3. R.M. Perloff, *The Dynamics of Political Communication: Media and Politics in a Digital Age*, Routledge Taylor & Francis Group, London, New York 2017.

Course card

Course title	The Role of Intergovernmental Organizations (IGOs) in Maintaining Peace and Security
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Semester (winter/summer)	Both	ECTS	5
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Lecturer(s)	Dr Paulina Szelağ	
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Department	Institute of Security Sciences	
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Course objectives (learning outcomes)

The main aim of this course is to enable students to get knowledge about the role of the main intergovernmental organizations in maintaining peace and security in selected parts of the world. As a result, students will be able to show which organizations have been taking part in actions connected with ensuring various aspects of security, such as military, political, economic, social, cultural, environmental etc. In addition, students will be able to analyze the impact of particular intergovernmental organizations on global and regional security.

Prerequisites

Knowledge	No
Skills	English language skills, basic Microsoft Office skills
Courses completed	No

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					11	4		

Teaching methods:

Classes will have forms of seminars and group discussion. Students will be acquainted with the structure of the main intergovernmental organizations and will take part in the activities based on the work of the text, analysis of short movies and case studies.

During the classes the teacher will make an introduction to the topic, ask questions, supervise students' individual and collective work, verify the information provided by the students and provoke discussion.

Each student is required to give an oral presentation on particular aspect of activities of selected intergovernmental organization in any part of the world. Each presentation should not be longer than 20 minutes.

Valid active participation in class is required.

Absences should be made up for individually with the teacher.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
				X	X	X	X					



Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation.
Comments	No

Course content (topic list)

1. Subjects of international relations. Introduction to intergovernmental organizations
2. History, structure and functioning of the United Nations (UN)
3. History, structure and functioning of the North Atlantic Treaty Organization (NATO)
4. History, structure and functioning of the European Union (EU)
5. History, structure and functioning of the Organization for Security and Co-operation in Europe (OSCE)
6. History, structure and functioning of the Council of Europe (CE)
7. History, structure and functioning of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
8. History, structure and functioning of the World Trade Organization (WTO)
9. History, structure and functioning of World Health Organization (WHO)
10. History, structure and functioning of the Visegrad Group (V4)

Compulsory reading

1. Aćić M., *International Organizations as Sui Generis Subjects of International Law*, „Acta Polonica Polonia” 2021, vol. 1(51), pp. 51-66.
2. Bergman Z., Bergman M. M., Fernandes K., Grossrieder D., Schneider L., *The Contribution of UNESCO Chairs toward Achieving the UN Sustainable Development Goals*, „Sustainability” 2018, vol. 10(12), pp. 1-16.
3. Eriksen M., *European Common Security and Defense Policy: The Case of Visegrad Battlegroup*, [In:] *Joint Second Degree in International Relations: Europe in the Visegrad Perspective*, Pożarlik G. [Ed.], Kraków 2014, pp. 78-104.
4. Howse R., *The World Trade Organization 20 Years On: Global Governance by Judiciary*, „European Journal of International Law” 2016, vol. 27(1), pp. 9-77.
5. Hurd I., *International Organizations. Politics, Law, Practice*, Cambridge University Press 2017.
6. Klabbers J., *Reflections on Role Responsibility: The Responsibility of International Organizations for Failing to Act*, „European Journal of International Law” 2017, vol. 28 (4), pp. 1133-1161.
7. Kuznetsova L., *Covid-19: The World Community Expects the World Health Organization to Play a Stronger Role in Pandemics Control*, „Front Public Health” 2020, <https://www.frontiersin.org/articles/10.3389/fpubh.2020.00470/full>, Access: 11.03.2022.
8. Mastrococco R., *OSCE and Civil Society in the Western Balkans: The Road to Reconciliation*, [In:] *Transformation and Development. Studies in the Organization for Security and Cooperation in Europe (OSCE) Member States*, Mihr A. [Ed.], Springer 2020, pp. 83-100.
9. Oberson F., *OSCE Special Monitoring in Ukraine*, [In:] *Between Peace and Conflict in the East and the West. Studies on Transformation and Development in the OSCE Region*, Mihr A. [Ed.] Springer 2021, pp. 47-75.
10. Polakiewicz J., *A Council of Europe Perspective on the European Union: Crucial and Complex Cooperation*, „Europe and the World: A Law Review” 2021, vol. 5(1):2, pp. 1-19.
11. Schmitt M.N., *The North Atlantic Alliance and Collective Defense at 70: Confession and Response Revisited*, „Emory International Law Review” 2019, vol. 34, pp. 85-120.
12. Szelać P., *Activity of the UN Security Council with the Aim of Restoring Stability in Kosovo in 1998-1999*, „Academic Journal of Interdisciplinary Studies” 2013, vol 2(9), pp.436-443.
13. Visoka G., Doyle J., *Neo-Functional Peace: The European Union Way of Resolving Conflicts*, „Journal of Common Market Studies” 2016, vol. 54, pp. 862-877.



14. Vogel B., Liden K., Mikhelidze N., Stavrevska E., *EU Support to Civil Society Organizations in Conflict – Ridden Countries: A Governance Perspective from Bosnia and Herzegovina, Cyprus and Georgia*, „International Peacekeeping” 2016, Vol. 23(2), pp. 274-301.

The above-mentioned list will be complemented by selected treaties.

Recommended reading

1. Gutner T., *International Organizations in World Politics*, CQ Press 2016.
2. *NATO Handbook*, Brussels 2006.
3. Reinalda B., *Routledge History of International Organizations. From 1815 to the Present Day*, Routledge 2009.



Course title	Women weren't Written out of History – They were Never Written in. Perspectives on Women in War and Peace		
Semester (winter/summer)	both	ECTS	5
Lecturer(s)	Dr A. Zdeb		
Department	Institute of Security Studies		

Course objectives (learning outcomes)

The course focuses on the intersection between the position of women (and gender) and conflict and peace studies. It aims at developing students' understanding of the complex role gender plays in war and peace. Some of the central questions we will examine and discuss during the course are: How do we fictionalize women going off to war – whether they are military, have snuck off dressed as men or are the caregivers? In what way have women and men participated in historic and contemporary wars? What are the effects of war on women and gendered relations of power (including violence and displacement)? What role can women play in the peace processes? How is the military changing by allowing women to enlist – should women be allowed in combat roles? Do we, as a culture, try to minimize women's roles in the war and military? What is toxic masculinity and what is its role in contemporary wars?

Prerequisites

Knowledge	No
Skills	No
Courses completed	No

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					15			

Teaching methods:

Classes will have the form of a seminar based on discussions regarding the chosen topics and readings; during the classes the teacher will make an introduction to the topic, ask questions, supervise students' individual and collective work, verify the information provided by the students and provoke discussion. Each student is required to submit a written essay on a chosen topic. Attendance and active participation in the class is required.

Assessment methods:



	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								x		x			

Assessment criteria	Class attendance Active participation Written essay on a chosen topic
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1.Intro. Where are the women? Gender Perspectives on War and Peace 2.G.I. Joe and G.I. Jane. Images of Women in War and Peace Images of Women in Peace and War Cross-Cultural and Historical Perspectives Edited by Sharon Macdonald, Pat Holden and Shirley Ardener, Macmillan Education, 1987; chapters 1,2 (pp. 1-37) 3.Gender and the Experiences of Conflict: Sexual and Gender-Based Violence in the Context of Conflict 4.Gender and the Experiences of Conflict: Women Forced to Flee 5.Women and Peace Processes 6.The Womanly Experience of War and Combat: Soviet Women Remember World War II 7.Let Us Now See ‘ Bad’ Women

Compulsory reading

<p>Carol Cohn, Women and Wars: Toward a Conceptual Framework in Women and Wars, edited by Carol Cohn, Polity 2013, chapter 1 (pp. 1-30)</p> <p>Sites of Violence. Gender and Conflict Zones, edited by Wenona Giles and Jennifer Hyndman, University of California Press, chapter 2 (pp. 24-44)</p> <p>Dubravka Žarkov, From Women and War to Gender and Conflict? Feminist Trajectories, in The Oxford Handbook of Gender and Conflict, Oxford University Press 2018, (pp. 17-29)</p> <p>Images of Women in Peace and War Cross-Cultural and Historical Perspectives Edited by Sharon Macdonald, Pat Holden and Shirley Ardener, Macmillan Education, 1987; chapters 1,2 (pp. 1-37)</p> <p>Women, War and Peace: The Independent Experts’ Assessment on the Impact of Armed Conflict on Women and Women’s Role in Peace-building, 2002 United Nations Development Fund for Women, chapter 1 (pp. 9-17)</p> <p>Hansen, L. (2001) “Gender, nation, rape: Bosnia and the construction of security” in International Feminist Journal of Politics 3(1) (pp. 55-75)</p> <p>Maria Eriksson Baaz, Maria Stern . Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC). International Studies Quarterly, 53, 2009</p> <p>Giles, W. (2012). Women Forced to Flee: Refugees and Internally Displaced Persons. In C. Cohn (Ed.). Women and Wars (pp. 80-101). Malden, MA: Polity Press</p> <p>Maja Korac, War, Flight, and Exile. Gendered Violence among Refugee Women from Post-Yugoslav States in Sites of Violence. Gender and Conflict Zones, edited by Wenona Giles and Jennifer Hyndman, University of California Press, Ltd. (pp. 249-272)</p> <p>Demilitarization or More of the Same? Feminist Questions to Ask in the Postwar Moment in Enloe, Cynthia. The Curious Feminist: Searching for Women in a New Age of Empire. Berkeley: University of</p>



California Press. 2004 (pp. 217-232)

Malathi de Alwis, Julie Mertus, and Tazreena Sajjad, Women and Peace Processes, in Women and Wars edited by Carol Cohn, polity 2013 (pp. 168-193)

Monica McWilliams and Avila Kilmurray, Northern Ireland. The Significance of a Bottom- Up Women's Movement in a Politically Contested Society, The Oxford Handbook of Gender and Conflict, Oxford University Press 2018 (pp. 546-56)

Read Section IV, V, VI: The Women's Coalition: Jacqueline Nolan-Haley and Bronagh Hinds. Problem-Solving Negotiation: Northern Ireland's Experience with the Women's Coalition. Journal of Dispute Resolution, 2003, Vol. 2003, Issue 2.

Aleksievich, Svetlana, The unwomanly face of war : an oral history of women in World War II / Svetlana Alexievich; translated by Richard Pevear and Larissa Volokhonsky, New York : Random House, 2017

Nicole Ann Dombrowski, The Womanly Face of War: Soviet Women Remember World War, Women and War in the Twentieth Century edited by Nicole Ann Dombrowski, Routledge New York • London 2007 (pp. 85-101)

Sjoberg, L., & Gentry, C.E. (2008). Introduction: A Woman Did That? In Mothers, Monsters, Whores: Women's Violence in Global Politics, London & New York: Zed Books (pp. 1-26)

All the Men Are in the Militias, All the Women Are Victims. The Politics of Masculinity and Femininity in Nationalist Wars in Enloe, Cynthia. The Curious Feminist: Searching for Women in a New Age of Empire. Berkeley: University of California Press. 2004 (pp. 99-118)

Chris Dolan, Victims who are men, The Oxford Handbook of Gender and Conflict, Oxford University Press 2018

Recommended reading

Tickner, J. Ann (2001) Gendering World Politics: Issues and Approaches in the Post-Cold War Era.

Lips, H. M. (2014). Gender: The basics. NY: Routledge. (Chapter 2: Power, Inequalities, and Prejudice, pp. 23-46).

UNWomen. Understanding masculinities and violence against women and girls. (Chapter 1: Masculinity matters, pp. 7-23), New York: Columbia University Press.

Coastan, J. (2019). The intersectionality wars. pp. 1-7. <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>



Course title	Interpersonal Communication		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	dr hab. Małgorzata Bereźnicka, prof. UP		
Department	Instytut Nauk o Bezpieczeństwie		

Course objectives (learning outcomes)

<ul style="list-style-type: none"> • presentation of basic functions, methods, and theories of communication; • familiarizing students with the basics of interpersonal communication; • approaching to verbal and non-verbal communication • preparing students for a more informed and effective communication, both in working life and private life; • encouraging students to solve problems in communication and self-improving knowledge of interpersonal communication.

Prerequisites

Knowledge	Basic knowledge about interpersonal communication.
Skills	Basic skills in interpersonal communication.
Courses completed	__-__-__

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:



Classes will have forms of seminars. Students will be acquainted with the subject and will take an active part in the activities (work on the text, short films and tasks relating to interpersonal communication as well as presentations). The role of the teacher consists of introduction to the subject, asking questions, supervising students' individual and collective work, verification of information, commenting, provoking discussion. Valid active participation in class is required, absences should be made up for individually with the teacher. Students are encouraged to read at least one item in the bibliography, about verbal and nonverbal communication, and to verify the knowledge acquired in the exercise in practice - in everyday life.

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
X	X				X	X	X	X				

Assessment criteria	Students get a pass for attending classes, active participation and making tasks required during classes (short presentations are possible).
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Course content (topic list)

1. Explaining students programming content, methodology classes, and bibliography. Introduction – scheme of communication and types of communication. The division of tasks. (2 hrs.).
2. The levels of communication in society, theories of interpersonal communication, forms of communication. Verbal vs. nonverbal communication (2 hrs.).
3. Types of intelligence according to H. Gardner and their influence on the way people should learn (2 hrs.).
4. Basic elements and phases and general rules of conversation. The main barriers to verbal communication (2 hrs.).
5. Types of nonverbal communication. Difficulties in nonverbal communication (2 hrs.).
6. Communication skills – everyday encounter. Communication behavior and gender (2 hrs.).
7. Communication behavior and culture. Private vs. professional communication (2 hrs.).
8. Summing up the key aspects of the course (1 hr).

Compulsory reading

1. J.T. Wood, *Interpersonal communication. Everyday encounters*, The University of Carolina At Chapel Hill, Cengage learning 2010, online: http://www.cengagebrain.com/content/wood67647_0495567647_02.01_chapter01.pdf;
2. R.M. Krauss *et al*, *Nonverbal Behavior and Nonverbal Communication: What Do Conversational Hand Gestures Tell Us?*, online: <http://www.columbia.edu/~rmk7/PDF/Adv.pdf>
3. *Nonverbal Communication*, http://www.sagepub.com/upm-data/53604_Gamble_%28IC%29_Chapter_6.pdf;



Recommended reading

1. M.L. Knapp and J.A. Hall, *Nonverbal Communication in Social Interaction*, Wadsworth/Thomson Learning, 2006.
2. R.M. Krauss, S.R. Fussell, *Social Psychological models of Interpersonal Communication*, in E.T. Higgins & A. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles*. New York: Guilford Press, online: <http://www.columbia.edu/~rmk7/PDF/Comm.pdf>;
3. Verbal Communication, http://www.sagepub.com/upm-data/59343_Chapter_4.pdf;
4. Verbal and Nonverbal Communication, <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit2.pdf>;
5. Written communication: <http://www.oum.edu.my/sites/default/files/pdf/OUMH1203.pdf>