**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "Managment and Marketing in Media"**

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| **ID** **and name****of course** | **Independent work** **of the student****(IWS)** | **Number of credits** | **General****number** **of credits** | **Independent work** **of the student****under the guidance** **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
|  | IWS 3 | 15 | 15 | 15 | 6 | IWST 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types****of practical classes** | **Form and platformfinal control** |
| **Offline/online** | Offline | Offline | Offline | Standard (orally exam offline) |
| **Lecturer - (s)** | Azel Zhanibek |
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| **Phone :** | +7 777 557 10 27 |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \*** | **Indicators of LO achievement (ID)** |
|  | 1. To identify methods and tools to analyze media companies, their managers and executives.
 | * 1. To know methods and tools of Media analyze
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| 1.2 To know methods and tools analyzing Media managers  |
| 1. Implementing specific tools, practices and media management strategies;
 | 2.1 to know Media management strategies  |
| 2.2 can identify different tools and methods, practices of strategic management |
| 1. To examine the most important issues facing media managers;
 | 3.1 to know wide spread issues Media managers faced in Kazakhstan |
| 3.2 to know wide spread issues Media managers faced in foreign countries |
| 1. To compare two or more contextual models, and present a forecast of developing trends in the media ecosystem;
 | 4.1 to know contextual models, and present a forecast of developing trends in the media ecosystem |
| 4.2 can compare trends in the media ecosystem |
| 1. to develop an integrated marketing plan using a wide variety of media that will take a comprehensive approach to a marketing challenge.
 | 5.1 to know how to make media marketing plan |
| 5.2 can develop marketing plan and use approach |
| **Prerequisites** |  |
| **Postrequisites** |  |
| **Learning Resources** | **Literature:** main, additional.1. Wirtz, Bernd W., Media Management – Springer, 2020.
2. Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, Marketing 4.0: Moving from Traditional to Digital - Wiley 2016.
3. Karen Nelson-Field, The Attention Economy and How Media Works: Simple Truths for Marketers - Palgrave Macmillan, 2020.

Robert B Cialdini, Influence, New and Expanded: The Psychology of Persuasion - Harper Business, 2021.Joe Pulizzi, Content Inc., Second Edition: Start a Content-First Business, Build a Massive Audience and Become Radically Successful (With Little to No Money) - McGraw Hill, 2021.Michael Brito, Participation Marketing: Unleashing Employees to Participate and Become Brand Storytellers - Kogan Page, 2018.**Research infrastructure**1. Auditoriums of the KazNU2. The office of Media**Professional scientific databases**1. <https://www.researchgate.net>2. https://scholar.google.com**Internet resources** 1. <http://elibrary.kaznu.kz/ru>2. <https://www.researchgate.net>3. https://scholar.google.com4. <https://www.youtube.com/watch?v=iuYlGRnC7J8>5. https://www.youtube.com/watch?v=8HZQvykaoW8 |

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| **Academic****course policy** | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)Documents are available on the main page of IS Univer .**Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.**Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.**Аcademic honesty.**Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".Documents are available on the main page of IS Univer .**Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.All students, especially those with disabilities, can receive counseling assistance by +7 777 557 10 27.**Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the coursestudy schedule.**ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** |
| **Score-ratingletter system of assessment of accounting for educational achievements** | **Assessment Methods** |
| **Grade** | **Digital****equivalent****points** | **points,****% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.**Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.**Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. |
| A | 4.0 \_ | 95-100 | Great |
| A- | 3.67 | 90-94 |
| B+ | 3.33 | 85-89 | Fine |
| B | 3.0 | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | 70-74 | Work in practical classes | 20 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | 55-59 | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 100 |
| FX | 0,5 | 25-49 | Unsatisfactory |
| F | 0 | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course.Methods of teaching and learning.** |

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| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **MODULE 1****Media business Management**  |
| **1** | **L 1.** Introduction and Class Requirements | **1** | **0** |
| **PC 1.** Media as an Industry | **1** | 0 |
| **LC 1.** Discussion on components of Media market | **1** | 5 |
| **2** | **L2.** Business model and business strategies | **1** | 0 |
| **PC 2.** Business models of the World top Media | **1** | 0 |
| **LC 2.** Business models of the local top Media | **1** | 0 |
| **IWSP 1.** Consultations on the implementation of **IWST 1** | **1** | **15** |
| **3** | **L3.** Management & Leadership Styles | **1** | **0** |
| **PC 3.** World top Media’s leadership style: from NewYork Times to Google  | **1** | 0 |
| **LC 3.** Local top Media’s leadership style | **1** | 5 |
| **IWST 2. Group Project.** Business models of Media | **1** | 15 |
| **4** | **L4.** Strategic Planning & Market Analysis | **1** | **0** |
| **PC 4.** The size of Media market in different countries | **1** | 0 |
| **LC 4.** The size of Media market in Kazakhstan | **1** | **5** |
| **5** | **L5.** Content management | **1** | **0** |
| **PC 5.** The most popular media start ups | **1** | 0 |
| **LC 5.** Analyze of the most popular media start up’s business model | **1** | 5 |
|  | **IWS 1 Group project.** Analyzing and compare local top Media’s leadership style to the global examples | **1** | 20 |
| **MODULE 2** **Marketing in Media business** |
| **6** | **L6.** Entrepreneurship | **1** | **0** |
| **PC 6.** Lifestyle marketing | **1** | **0** |
| **LC 6.** The most popular marketing strategies | **1** | **5** |
| **7** | **L7.** Media brands | **1** | **0** |
| **PC 7.** The most popular world Media brands | **1** | **0** |
| **LC 7.** Compare Local and Global Media brands. Similarities and differences. | **1** | **5** |
| **IWST 3. Test. Media brands** | **1** | **15** |
| **Midterm control 1** | **100** |
| **8** | **L8.** Marketing for media campaigns | **1** | **0** |
| **PC 8.** Analyzing media campaigns of different brands | **1** | **0** |
| **LC 8.** Globalization Media Brand | **1** | **5** |
| **9** | **L9.** SMM | **1** | **0** |
| **PC 9.** Features of online Media | **1** | **0** |
| **LC 9.** Media companies in Social media | **1** | **5** |
| **IWST 4. Consultation on the implementation of the IWS 2.** | **1** | **0** |
| **10** | **L10.** Social Media Strategies & Measurement | **1** | **0** |
| **PC 10.** Strategic communication | **1** | **0** |
| **LC 10.** Test of different measurement systems | **1** | **5** |
| **IWS 2. Essay. Advantages and disadvantages of Social Media** | **1** | **20** |
| **MODULE 3****Strategic communication in Media Business** |
| **11** | **L11.** Emerging Technologies | **1** | **0** |
| **PC 11.** New Media | **1** | **0** |
| **LC 11.** Comparison of local and global new media | **1** | **5** |
| **IWST 5. Individual project. New Media Model** | **1** | **20** |
| **12** | **L12.** Stakeholders communication | **1** | **0** |
| **PC 12.** Stakeholder mapping | **1** | **0** |
| **LC 12.** Case study making project of stakeholder map | **1** | **5** |
| **13** | **L.13** Corporate social responsibility | **1** | **0** |
| **PC 13.** CSR coverage in Media | **1** | **0** |
| **LC 13.** Measurement system in CSR | **1** | **5** |
| **IWST 6. Consultation on the implementation of IWS 3** | **1** | **0** |
| **14** | **L14.** Target audience | **1** | **0** |
| **PC 14.** Audience Engagement &Metrics | **1** | **0** |
| **LC 14.** Practice. Target audience analyze | **1** | **5** |
| **15** | **L15.** Budgeting &Financial Forecasting | **1** | **0** |
| **PC 15.** The main economic features of the media industry | **1** | **0** |
| **LC 15.** Budgeting the project. | **1** | **5** |
| **IWS 3. Individual project. Target audience metrics** | **1** | 20 |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

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**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**