

SYLLABUS
Fall semester 2025 – 2026 academic year
Educational program "6B03201 – Journalism"

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)			
ID 1758161 Analytical Journalism	2	3	6		9	6	
ACADEMIC INFORMATION ABOUT THE COURSE							
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control			
<i>online</i>	II BK	analytical lecture	situational tasks	Offline – written			
Lecturer - (s)	Anna Danchenko						
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Assistant - (s)	Khasanova Aizhan Nurpeiskyzy						
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ACADEMIC COURSE PRESENTATION							
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)			
The purpose of the discipline is to form knowledge in the field of social development and analysis of modern reality by journalistic means in the mass media. The course focuses on the study of current social phenomena, events, processes, situations and related theoretical and practical problems of social development; identifying current contradictions of development trends, correctness, and validity of various points of view.	Demonstrates critical understanding of the principles, methods, and ethics of analytical journalism.			1.1 Analyzes media texts to identify ethical dilemmas in the use of sources and data.			
				1.2 Evaluates the objectivity and credibility of analytical articles across different platforms.			
	Applies theoretical approaches to the interpretation of political, economic, and social events in media texts.			2.1 Writes a short analytical commentary on a current event using a selected theoretical framework.			
				2.2 Compares two journalistic pieces using content analysis and interpretive methods.			
	Produces original analytical journalistic content using evidence-based arguments and structured narratives.			3.1 Writes an investigative or analytical article supported by verified data and expert opinions.			
				3.2 Structures a feature story with clear logic, argument development, and conclusions.			
	Uses digital tools and data analysis methods to support journalistic investigations and reporting.			4.1 Creates a data visualization (e.g., graph, map, chart) to support an analytical article.			
				4.2 Extracts and interprets open-source data using basic digital research tools.			
	Collaborates effectively in editorial or investigative teams to plan and produce analytical content.			5.1 Participates in a group project to develop a multi-part investigative publication.			
				5.2 Coordinates with peers to assign roles and meet editorial deadlines.			
	Prerequisites	Introduction to Journalism					
	Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional. 1. Svith F. Analytical journalism: A guide to science-based explanatory journalistic practice. – Routledge, 2023. 2. Svith F. The analytical journalism approach //Analytical Journalism. – Routledge, 2023. – C. 26-49. 3. Solkin L. Journalism education in the 21st century: A thematic analysis of the research literature //Journalism. – 2022. – T. 23. – №. 2. – C. 444-460.						

	<p>4. Тепляшина А., Мисонжников Б. Введение в профессию: журналистика 4-е изд. Учебник для вузов. – ЛитРес, 2025.</p> <p>5. Uth B. et al. The journalism-audience relationship in the digital age: A theoretical literature review //Journalism. – 2025. – Т. 26. – №. 1. – С. 45-64.</p> <p>Research infrastructure</p> <ol style="list-style-type: none"> 1. AI MediaLab 2. Broadcasting <p>Professional scientific databases</p> <ol style="list-style-type: none"> 1. Scopus 2. Google Academy <p>Internet resources</p> <ol style="list-style-type: none"> 1. http://elibrary.kaznu.kz/ru 2. MOOC / video lectures, etc. 3. Coursera
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Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>.</p> <p>Documents are available on the main page of IS Univer.</p> <p>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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p>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.</p> <p>Academic 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.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control"</u> , <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u> , <u>"Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p>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 phone / e- mail Ann-2905@mail.ru or ajzanh01@gmail.com.</p> <p>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 course study schedule.</p> <p>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.</p>
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INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	<p>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.</p> <p>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.</p> <p>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</p>
A	4.0	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

				descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
B	3.0	80-84	Satisfactorily	Formative and summative assessment	Points % content
B-	2.67	75-79		Activity at lectures	
C+	2.33	70-74		Work in practical classes	25
C	2.0	65-69		Independent work	25
C-	1.67	60-64	Unsatisfactory	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			
F	0	0-24			

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Foundations of Effective Communication			
1	L 1. Introduction to Critical Thinking	1	
	Seminar 1. Analyzing Media Messages Critically	2	
2	L 2. Theories of Communication	1	
	PC 2. Case Study: Ethical Dilemmas in Business	2	
3	L 3. Ethics and Responsibility in Professional Practice	1	
	PC 3. Practicing Argumentation and Debate Skills	2	
4	L 4. Basics of Academic Writing	1	
	PC 4. Evaluating Sources for Academic Research	2	
5	L 5. Globalization and Its Impact on Society	1	
	PC 5. Leadership Styles: Pros and Cons	2	10
	IWS 1. Prepare a Comparative Analysis of Two Leadership Theories (Essay or Presentation)		25
MODULE 2 Critical Thinking and Academic Skills			
6	L 6. Principles of Leadership and Management	1	
	PC 6. Problem Solving in Group Projects	2	15
7	L 7. Cross-Cultural Communication	1	
	PC 7. The Role of Culture in Communication	2	15
8	L 8. Innovation and Change in the 21st Century	1	
	PC 8. Presentation Skills Workshop	2	10
			25
Midterm control 1			100
9	L 9. Time Management and Productivity	1	
	PC 9. Writing and Structuring a Research Essay	2	10
10	L 10. Modern Trends in Education	1	
	PC 10. How to Give and Receive Constructive Feedback	2	10
MODULE 3 Professional Development and Soft Skills			
11	L 11. Social Media and Digital Literacy	1	
	PC 11 The Impact of Technology on Human Behavior	2	10
	IWST 3. Cultural identity and media representation in Kazakh-language media		25
12	L12. Teamwork and Conflict Resolution	1	
	PC 12. Role-Play: Conflict Resolution Scenarios	2	10
13	L 13. Sustainable Development Goals (SDGs)	1	
	PC 13. Creative Thinking Techniques	2	10
14	L 14. Psychological Aspects of Motivation	1	
	PC 14. Interpreting Graphs and Data	2	10
15	L 15. Decision-Making Strategies in Complex Environments	1	
	PC 15. Professional Communication in the Workplace	2	5
	IWS 2. Conduct a Mini Research Project on the Influence of Social Media on Youth Behavior		10
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean _____ K. Auyesbay

Chair of the Academic Committee

on the Quality of Teaching and Learning _____ M. Negibayeva
Head of Department _____ A. Alzhanova
Lecturer _____ A. Danchenko

RUBRIC FOR EVALUATING SUMMATIVE ASSESSMENT

CRITERIA FOR ASSESSING LEARNING OUTCOMES

SRO 1: Presentation (30% of 100% FG), SRO 2, SRO 3: Presentation (44% of 100% FG)

Criteria	Excellent (10–12%)	Good (9–10%)	Satisfactory (6–8%)	Unsatisfactory (0–5%)
Content	Fully reveals the topic, includes relevant examples, explanations, comparisons. Material is logical, coherent, complete, and reflects deep understanding.	The topic is generally well revealed, contains some examples, explanations. Some points may lack clarity or coherence.	The topic is partially revealed. Material is superficial, lacks depth. Errors in understanding are present.	The topic is poorly revealed or not revealed at all. Presentation shows misunderstanding or lack of knowledge.
Design and Formatting	Visually appealing design, appropriate use of visuals and formatting tools, neat layout.	Appropriate design, visuals support content, formatting may have minor issues.	Unremarkable visuals or formatting. Presentation is plain and unengaging.	Poor visuals and design. Formatting is messy or distracting.
Structure	Clear, logical structure (intro, body, conclusion). Transitions between sections are smooth.	Generally clear structure, though transitions may be weak.	Weak or unclear structure. Logical flow is difficult to follow.	No clear structure, ideas are presented randomly.
Presentation of Material	Presenter is confident, demonstrates understanding, maintains eye contact, uses gestures, responds to questions.	Presenter is generally confident, some hesitation, maintains some eye contact, partially responds to questions.	Presenter is uncertain, reads from slides, limited engagement, answers questions poorly.	Presenter reads entirely from text, no engagement, unable to answer questions.
Language and Grammar	Uses language appropriately and correctly. Speech is fluent and clear.	Minor grammar or language errors that don't hinder understanding.	Frequent errors in grammar or vocabulary, occasionally hinder understanding.	Major grammar/vocabulary errors that significantly hinder understanding.