

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 83648 Psychology and Sociology of 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	
online	II КрБ	analytical lecture	situational tasks		Offline – written	
Lecturer - (s)	Danchenko Anna Alexandrovna					
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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 an idea of the sociological culture of the journalist, as well as the ability to objectively assess the social situation in society and to possess the skills of a journalist with different segments of the population. The theoretical foundations and creative specifics of journalistic activities with the methodological foundations of the psychological impact on the audience by publicistic means will be studied; main types of psychological research in the field of mass media.	Analyze key psychological theories relevant to media perception and audience behavior.				1.1 Explains psychological concepts such as attention, perception, and memory in media contexts.	
					1.2 Applies theories (e.g., agenda-setting, framing) to analyze audience reactions.	
	Evaluate the influence of social institutions and structures on journalistic practices.				2.1 Identifies sociological factors (e.g., norms, values, institutions) affecting media content.	
					2.2 Assesses the role of media in shaping public opinion and social discourse.	
	Apply psychological principles to design journalistic content that effectively engages target audiences.				3.1 Creates content using psychological techniques (e.g., emotional appeal, narrative framing).	
					3.2 Selects media formats appropriate for specific audience groups based on psychological profiling.	
	Conduct sociological analysis of media environments using research tools and data.				4.1 Uses methods such as surveys, content analysis, or interviews to explore media audiences.	
					4.2 Interprets sociological data to support journalistic decision-making.	
	Integrate psychological and sociological perspectives to critically assess the role of journalism in society.				5.1 Demonstrates interdisciplinary thinking in analyzing media influence.	
					5.2 Formulates well-rounded arguments considering both individual and societal factors.	
Prerequisites	Introduction to Journalism					
Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional.					

	1. Powers M. Why Pursue a Career in Journalism? Towards a Renewed Sociology of Journalists //Journalism Studies. – 2025. – T. 26. – №. 8. – C. 980-993. 2. Weaver D. H. Journalism Educators as Sociologists: A Response to Why Pursue a Career in Journalism //Journalism Studies. – 2025. – T. 26. – №. 8. – C. 1000-1004. 3. Craig D. A. et al. Moving into the media world: The moral psychology of emerging adults in journalism and communication //Journalism & Mass Communication Educator. – 2021. – T. 76. – №. 3. – C. 314-337. 4. Bélair-Gagnon V. et al. (ed.). Happiness in journalism. – London, UK : Routledge, 2024. 5. Coen S., Bull P. (ed.). The psychology of journalism. – Oxford University Press, 2021. Research infrastructure 1. AI MediaLab 2. Broadcasting Professional scientific databases 1. Scopus 2. Google Academy Internet resources 1. http://elibrary.kaznu.kz/ru 2. MOOC / video lectures, etc. 3. Coursera
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Academic course policy	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>. 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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. 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. 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. 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" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>. 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 phone / e- mail Ann-2905@mail.ru or ajzanh01@gmail.com. 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. 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.
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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	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
A	4.0	95-100	Great	
A-	3.67	90-94		

B+	3.33	85-89	Fine	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.	
B	3.0	80-84		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	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.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Psychological Foundations of Media Perception			
1	L 1. Introduction to Psychology and Sociology in Journalism	1	
	Seminar 1. Case Study: How Emotions Shape News Consumption	2	
2	L 2. The Role of Perception in Media Consumption	1	
	PC 2. Analyzing Media Texts Through the Lens of Cognitive Psychology	2	
3	L 3. Cognitive Biases and Their Influence on Journalism	1	
	PC 3. Group Discussion: Does Media Reflect or Shape Society?	2	
4	L 4. Psychological Theories of Mass Communication	1	
	PC 4. Role-play: Media Bias and Audience Reactions	2	
5	L 5. Motivation and Emotions in Media Messaging	1	
	PC 5. Exploring the Psychology Behind Virality	2	10
	IWS 1. Research Paper: The Psychological Impact of Media on Youth: A Case Study Analysis		25
MODULE 2 Sociological Dimensions of Journalism and Society			
6	L 6. Identity Formation and Media Influence	1	
	PC 6. Content Analysis: Stereotypes in News Coverage	2	15
7	L 7. The Psychology of Fake News and Misinformation	1	
	PC 7. Social Identity Theory and Media Representation	2	15
8	L 8. Audience Behavior and Media Effects	1	
	PC 8. Small Group Debate: The Ethics of Sensationalism	2	10
	IWS		25
Midterm control 1			100
9	L 9. Stereotyping and Framing in News Coverage	1	
	PC 9. The Spiral of Silence: Media and Public Opinion	2	10
10	L 10. Group Dynamics and Public Opinion	1	
	PC 10. Discussing Moral Panic and Media Influence	2	10
MODULE 3 Audience Engagement and Media Influence			
11	L 11. The Sociology of Media Institutions	1	
	PC 11 Survey Design for Studying Audience Behavior	2	10
	IWS 3. Survey Design for Studying Audience Behavior		25
12	L12. Social Roles of Journalists in Society	1	
	PC 12. The Journalist as a Social Actor: Expectations vs Reality	2	10
13	L 13. Media as an Agent of Socialization	1	
	PC 13. Comparative Analysis of Media Systems (Sociological Approach)	2	10
14	L 14. Media Ethics: Psychological and Sociological Perspectives	1	
	PC 14. The Influence of Social Media on News Values	2	10
15	L 15. The Impact of Digital Media on Human Psychology and Society	1	
	PC 15. Critiquing Media Campaigns from a Psychological and Sociological View	2	5
	IWS 2. Analytical Report: How Social Class Influences Media Representation of Social Issues		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.