

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 88903 Analysis of Media Culture	4	1,5	1,5	3	6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control Offline – written	
online	Б BK	analytical lecture	situational tasks			
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 develop students' basic research and development skills, including the development of research methodology. The subject teaches students to use various methods of collecting, processing and interpreting data, in particular, in the process of writing term papers on media topics; develops the skills of scientific discussion and presentation of research results through discussion of student projects during their implementation.	Identify and explain key concepts, theories, and historical developments in media culture.				1.1 Accurately defines terms such as media convergence, cultural codes, and representation.	
					1.2 Describes major historical shifts in media culture (e.g., from print to digital).	
	Analyze media texts using cultural, semiotic, and ideological frameworks.				2.1 Applies semiotic analysis to deconstruct meaning in media messages.	
					2.2 Critically evaluates underlying ideologies in film, TV, or online content.	
	Conduct media research using appropriate qualitative and/or quantitative methods.				3.1 Designs and implements basic media research projects (e.g., content analysis, surveys, interviews).	
					3.2 Interprets collected data to draw conclusions about media culture trends.	
	Create analytical or multimedia content that reflects a critical understanding of media culture.				4.1 Produces essays, blogs, or digital presentations that integrate cultural theory.	
					4.2 Uses media tools (e.g., video editing, graphic design) to express informed viewpoints.	
	Integrate interdisciplinary perspectives (e.g., sociology, psychology, cultural studies) to assess media's role in shaping identity and society.				5.1 Demonstrates ability to synthesize concepts from multiple disciplines.	
					5.2 Constructs well-supported arguments about the societal impact of media culture.	
Prerequisites	Introduction to Journalism					
Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional. 1. Ott B. L., Mack R. L. Critical media studies: an introduction for the digital age. – John Wiley & Sons, 2025. 2. Hodkinson P. Media, culture and society: An introduction. – 2024. 3. Stokes J. How to do media and cultural studies. – 2021. 4. Storey J. Cultural theory and popular culture: An introduction. – Routledge, 2021.					

	5. Brennen B. S. Qualitative research methods for media studies. – Routledge, 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 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	Satisfactorily	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		Design and creative activity	10
D+	1.33	55-59		Final control (exam)	40
D	1.0	50-54	Unsatisfactory	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 Media Culture			
1	L 1. Introduction to Media Culture: Key Concepts and Theories	1	
	Seminar 1. Analyzing a Media Text: Symbolism and Meaning	2	
2	L 2. History of Media and Cultural Development	1	
	PC 2. The Role of Advertising in Consumer Culture	2	
3	L 3. The Frankfurt School and Critical Media Theory	1	
	PC 3. Case Study: Media Representation of Social Movements	2	
4	L 4. Semiotics and Media Analysis	1	
	PC 4. The Culture Industry Today: Netflix, Disney, and Beyond	2	
5	L 5. Media, Ideology, and Hegemony	1	
	PC 5. Postmodernism and Popular Media	2	10
	IWS 1. Research Project: The Evolution of Media Representation of a Chosen Social Group (e.g., women, migrants, LGBTQ+)		25
MODULE 2 Media, Power, and Identity			
6	L 6. Representation of Gender in Media	1	
	PC 6. Gender Roles in TV Series and Films	2	15
7	L 7. Race, Ethnicity, and Stereotypes in Popular Culture	1	
	PC 7. Media Literacy: How to "Read" the News	2	15
8	L 8. Media and Youth Culture	1	
	PC 8. Memes as Cultural Texts	2	10
	IWS Essay: The Impact of Social Media on Political Participation Among Youth		25
Midterm control 1			100
9	L 9. Globalization and Cultural Imperialism	1	
	PC 9. Media Influence on Body Image and Self-Perception	2	10
10	L 10. Media and Politics: Propaganda, Censorship, and Control	1	
	PC 10. Comparative Analysis: Western vs Non-Western Media Narratives	2	10
MODULE 3 Contemporary Trends and Digital Media			
11	L 11. Social Media and Digital Identity	1	
	PC 11 Cancel Culture and Online Ethics	2	10
	IWS 3. Case Analysis: How Media Narratives Shape Public Perception During Crises (e.g., pandemics, wars, climate change)		25
12	L12. Participatory Culture and User-Generated Content	1	
	PC 12. Fan Culture and Fandom Communities	2	10
13	L 13. Algorithms, Big Data, and Cultural Consumption	1	
	PC 13. Digital Storytelling: From Blogs to TikTok	2	10
14	L 14. Streaming Platforms and the Future of Television	1	
	PC 14. Virtual Reality and Immersive Media Experiences	2	10
15	L 15. The Ethics of Media Production and Consumption	1	
	PC 15. Discussion: Can Media Culture Be "Neutral"?	2	5
	IWS 2. "Design Your Own Media Campaign on a Social Issue"		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.