

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

10	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 100937 Management and Marketing in Mass Media	4	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 КнБ	analytical lecture	situational tasks			
Lecturer - (s)	Danchenko Anna Alexandrovna					
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Assistant - (s)						
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Phone:						
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)	
The purpose of the discipline is to form the student a comprehensive understanding of the marketing challenges facing the media, the essence of the economic problems and trends of modern media business. The subject allows to reveal the main features and specifics of management processes in journalism; develop short-term and long-term marketing forecasts, assess the economic risks of various strategies..	Understand the principles of media management and organizational structure in media				1.1 Can explain key functions of media management and organizational models	
					1.2 Identifies differences between public and private media organizations	
	Analyze marketing strategies used in different types of mass media				2.1 Evaluates real-world media marketing campaigns using relevant frameworks	
					2.2 Identifies audience targeting approaches in selected media cases	
	Apply planning and budgeting techniques in media project management				3.1 Develops a basic media project budget	
					3.2 Prepares a timeline and task allocation for media campaign execution	
	Design and evaluate marketing campaigns for mass media platforms				4.1 Creates a marketing plan tailored to a selected media product or platform	
					4.2 Uses media metrics to assess campaign effectiveness	
	Collaborate in multidisciplinary teams to solve media business challenges				5.1 Participates in group projects and contributes to strategic decision-making	
					5.2 Reflects on team dynamics and proposes improvements in collaboration	
Prerequisites	Introduction to Journalism					
Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional. 1. Kelley L. D. et al. Advertising media planning: a brand management approach. – Routledge, 2022..					

	2. Rachmad Y. E. The Future of Influencer Marketing: Evolution of Consumer Behavior in the Digital World. – PT. Sonpedia Publishing Indonesia, 2024. 3. Albarran A. B. The media economy. – Routledge, 2023. 4. Sasikala S., Raju M. T. J. The Media Lexicon: A Comprehensive Guide to Media Terms and Concepts. – Wordsswizzle publication, 2025. 5. Bara A. et al. The Effectiveness of Advertising Marketing in Print Media during the Covid 19 Pandemic in the Mandailing Natal Region //Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol. – 2021. – T. 4. – №. 1. – C. 879-886. 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 Media Industry and Organizational Management			
1	L 1. Introduction to the Media Industry: Trends and Structures	1	
	Seminar 1. Case Study: Structure and Management of a Major Media Company	2	
2	L 2. Organizational Models in Mass Media (public, private, hybrid)	1	
	PC 2. SWOT Analysis of a Selected Media Organization	2	
3	L 3. Strategic Planning in Media Companies	1	
	PC 3. Simulation: Media Company Budget Planning	2	
4	L 4. Human Resource Management in Media Organizations	1	
	PC 4. Group Discussion: Leadership in Creative Media Teams	2	
5	L 5. Leadership Styles in Media Management	1	
	PC 5. HR Challenges in Newsrooms and Broadcast Media	2	10
	IWS 1. Research Paper: Analyze the marketing strategy of a media brand (e.g., Netflix, BBC, Spotify)		25
MODULE 2 Media Marketing Strategies and Tools			
6	L 6. Introduction to Marketing in Mass Media	1	
	PC 6. Analyzing Marketing Campaigns of Streaming Platforms	2	15
7	L 7. Audience Segmentation and Targeting in Media Markets	1	
	PC 7. Audience Persona Development Workshop	2	15
8	L 8. Branding in Television, Radio, and Digital Platforms	1	
	PC 8. Media Brand Audit: Evaluate a Brand's Identity and Strategy	2	10
	IWS Essay: The impact of digital transformation on media business models		25
Midterm control 1			100
9	L 9. Content Marketing and Storytelling in the Media	1	
	PC 9. Strategy Session: Launching a New Media Product	2	10
10	L 10. Cross-Media and Omnichannel Strategies	1	
	PC 10. Social Media Campaign Planning for a News Portal	2	10
MODULE 3 Digital Transformation and Audience Engagement			
11	L 11. Digital Marketing Tools for Media (SEO, social media, analytics)	1	
	PC 11 Ethical Dilemmas in Media Marketing (Discussion & Debate)	2	10
	IWST 3. Case Analysis: Success and failure factors of a real-life media campaign		25
12	L12. Metrics and KPIs in Media Marketing	1	
	PC 12. Comparative Analysis: Traditional vs. Digital Media Advertising	2	10
13	L 13. Monetization Models: Advertising, Subscription, Paywall	1	
	PC 13. Tools for Measuring Audience Engagement	2	10
14	L 14. Crisis Management and Media Reputation	1	
	PC 14. PR Crisis Response Simulation	2	10
15	L 15. Ethics and Corporate Social Responsibility in Media Marketing	1	
	PC 15. Pitch Session: Presenting a Media Marketing Strategy	2	5
	IWS 2. Mini-Project: Media Monitoring Task: Track and evaluate media marketing trends over a two-week period		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.