



College of Social Sciences

**Department of
Media and Communications**

HANDBOOK 2014-15

**Department of Media and Communications
College of Social Sciences
KIMEP University
4 Abay Avenue
Almaty 050010
Republic of Kazakhstan**

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INTRODUCTION

This Handbook is a tool for students of the Department of Media and Communications. It aims to provide updated information about the Department and the programs that it offers. In particular, it includes information on faculty, programs and courses, focusing on those aspects that are fundamental for facilitating the learning experience of students.

While the Handbook displays some general information on KIMEP University and the College of Social Sciences, and their policies, its major focus is on the Department and its programs. For general and specific policies, please consult KIMEP University's Catalog.

1. KIMEP UNIVERSITY

The mission of KIMEP has been consistent since the founding of the university. It reflects our core values. The current mission is:

to develop well-educated citizens and to improve the quality of life in Kazakhstan and the Central Asian region through teaching, learning, community service and the advancement of knowledge in the fields of business administration and social sciences. To fulfill this mission, we offer graduate and undergraduate degree programs at the highest level of international educational standards in business, economics, finance, accounting, public administration, political science, international relations, law, pedagogy, journalism and mass communication to outstanding students, who will become equals to graduates of universities anywhere in the world. We seek to select students from among those who demonstrate leadership, talent and language capabilities, irrespective of their financial means, gender or ethnic origin, or any other subjective criteria.

The mission statement aims to bring the core values to life, setting a practical goal for the operations of the community. The expectations we have of our stakeholders draw on our core values and mission.

1.1 CORE VALUES

KIMEP University has adopted the following statement of core values.

1. We value the well-being of our students, faculty, and staff.
2. We encourage personal and professional development in an environment of collegiality and trust.
3. We value quality in our education programs and research activities.

4. We value the holistic development of our students, instilling in them a questioning spirit and the ability and desire to learn throughout life.
5. We value our responsibility to develop the future leaders of society who will embrace the highest ethical standards.
6. We value the creation, application, and dissemination of knowledge in a culture which fully supports the freedom of inquiry and speech.
7. We value fairness and integrity and will not tolerate favoritism, nepotism or corruption.
8. We value open, honest communications and transparent and accountable decision-making.
9. We value partnerships with our community, including the parents of our students, business, government, and non-government organizations, within The Republic of Kazakhstan and throughout the world.
10. We value the high reputation of our Institute in the Republic of Kazakhstan and beyond, and also its important contribution to the growth of society.
11. We value all people both within and outside our organization, regardless of their nationality, religion, gender or other factors not related to the purposes of the Institution.

1.2 ACADEMIC YEAR STRUCTURE

The academic year at KIMEP University has four semesters, two of which are optional for students. The regular semesters are in Fall or Autumn (16 learning weeks from the last week of August to third week of December) and Spring (17 learning weeks from second week of January to second week of May with a mid term break week). Then there is an intensive optional Summer 1 semester (eight weeks from the third week of May to the second week of July). This comprises 7.5 teaching weeks and a 0.5 examination week, giving eight learning weeks. Finally, there is an optional very intensive Summer 2 semester (International Summer Program) (four weeks from the third week of July to the first week of August). This comprises three teaching weeks and one examination week, giving four learning weeks.

1.3 THE CREDIT SYSTEM

From its inception, KIMEP adopted an American-style teaching-hours credit system to determine student workload and graduation requirements. The system's basic building block is a credit-hour — a KIMEP credit — which is equal to 15 teaching hours, with the expectation common in the United States that a further 30 hours will be spent on independent study.

In November 2011, KIMEP's Academic Council resolved to equate its teaching-hours credit system with the European Credit Transfer System (ECTS), so as to facilitate the implementation of dual Master's degrees and, more generally, reciprocal credit transfers between European HEIs and KIMEP University. This was achieved by harmonizing student course (module) workloads. It determined that one ECTS credit is equal to 27 learning hours. This was reaffirmed by the Office of the Vice President Academic Affairs in January 2013.

This mechanism ensures that KIMEP University is able, simultaneously, to meet its teaching-hour (KIMEP credit) graduation requirements, and the learning-hour workload requirements under the ECTS.¹

1.4 STUDENT WORKLOAD

The student workloads for a full-time and a part-time student are as follows:

In a regular semester (Fall and Spring semesters):

- a full-time student's expected workload in a regular semester is no more than 810 hours (45 hours a week over 18 learning weeks), which, normally, involves undertaking up to six courses; and
- a part-time student's expected workload in a regular semester is no more than 405 hours (22.5 hours a week over 18 learning weeks), which, normally, involves undertaking up to three courses.

In the optional intensive Summer 1 semester:

- a full-time student's expected workload in this semester is no more than 405 hours (50.6 hours a week over 8 learning weeks), which, normally, involves undertaking up to three courses; and
- a part-time student's expected workload in this semester is 135 hours (16.9 hours a week over 8 learning weeks), which involves undertaking one course.

In the optional intensive Summer 2 semester:

- a full-time student's expected workload in this semester is 135 hours (33.75 hours a week over 4 learning weeks), which involves undertaking one course.

¹ While Kazakhstan is a signatory of the Bologna process, its current legislation does not allow KIMEP a full implementation of ECTS. Since KIMEP University has to comply with the standards set by the Ministry of Education and at the same time is willing to comply with the Bologna process, the mechanism described above is the best form of compliance with the two existing standards.

1.5 STUDENT LEARNING SUPPORT

KIMEP University recognizes its obligation to provide every student with the opportunity to get the maximum benefits possible from their learning experience. One key objective is to make continuous improvements in the quality of the KIMEP student learning experience. To achieve this ambition, students need to be:

- challenged to achieve at their highest possible academic level; and
- supported if they fall behind, or are at risk of so doing.

Student advising and mentoring is a crucial determinant of student academic success.

The Student Learning Support Center, comprising student support specialists:

- advise and mentoring students who:
 - consider themselves to be in need of advice or mentoring;
 - wish to withdraw from a College program;
 - are at risk of academic withdrawal, which involves:
 - reviewing students' GPA data, by program on a semester basis, to identify high-risk students;
 - operating an "early alert" system that enables faculty to identify and gain support for students they consider to be at risk;
 - interviewing all students identified to be at risk to ascertain the cause of their poor academic performance, then developing Personal Development Plan; and
 - monitoring their academic performance against their agreed Personal Development Plan
 - have special needs (such as physical disabilities or learning disorders), which involves:
 - identifying with the assistance of the Office of Enrolment Management and the Medical Center, a student with a physical disability or learning disorder;
 - interviewing all students so identified, in order to ascertain the specific learning support they need and to develop an appropriate Personal Development Plan; and
 - monitoring their academic performance against their agreed Personal Development Plan.
 - are high academic achievers, which involves:
 - reviewing students' GPA data, by program on a semester basis, to identify students performing at a high academic level;
 - operating an "early alert" system that enables faculty to identify and gain support for students they consider to be performing at a high academic level;

- interviewing all students identified to be performing at a high academic level, so as to be able to create a Personal Development Plan; and
 - monitoring their academic performance against their agreed Personal Development Plan;
- audits the existing student mentoring arrangements to ascertain usage; and
- surveys students undertaking majors in all College programs to ascertain their mentoring needs and preferences.

2 THE COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences was created in 2003 as a union of disciplines that bring knowledge to the classroom that range from classical social sciences theory to professionally oriented skills. Its goals, in the context of the KIMEP University's mission, center on promoting the understanding of society in a global and historical setting: its economic and social structure and processes; its governance and administrative structures and processes; its relationship with other societies; and the means by which information is disseminated throughout it.

The College houses four Departments:

- Economics;
- International Relations and Regional Studies;
- Media and Communications;
- Public Administration.

2.1 GOVERNANCE

The President appoints the Dean, who reports to the Vice-President of Academic Affairs.

The Dean is assisted by:

- the Associate Dean,
- the Director of Research and Development, and
- the Chairs of the constituent Departments, who are responsible for the day-to-day administration of their Departments.

The College Council is the governing body of the College.

The following committees review issues under their remit:

- Hiring, Retention and Promotion Committee;
- Quality Assurance and Enhancement Committee;
- Research Committee;
- Disciplinary Committee.

3 DEPARTMENT OF MEDIA AND COMMUNICATIONS

Responsibility for the Undergraduate Program in Journalism rests with the Department of Media and Communications (DMC). Its mission is to deliver international-standard education and research in print, online and broadcast journalism; media management, public relations and advertising relevant to Kazakhstan and the Central Asian region.

3.1 Governance

The Chair, who is elected by the full-time Media and Communications faculty for a two-year term, and who reports to the Dean, heads the Department. S/he is supported by, among others, the Graduate Program Coordinator, who has responsibility for the program. The Department manages its day-to-day functions with the support of the following committees:

- Hiring, Retention and Promotion;
- Quality Enhancement; and
- Research; and
- Student Affairs.

In order to support the strategic planning of the programs, the Department has also an Advisory Board that includes academics, employers, alumni and students.

3.2 Internationalization

To ensure that its Journalism and Mass Communication programs are of an internationally recognized standard, the Department, through its employment of foreign faculty (see Table 1), has created a global network of academic connections, both individual and organizational, which keeps it informed of global best practices.

3.2.1 The Central Asian Center for Media and Society

The Central Asian Center for Media and Society (CACMS) promotes inquiry on and development of media in the region, with particular attention to digital media and their role in social life. The Center has sponsored media trainings and presentations, and affiliated faculty conduct research on media in Central Asia and other parts of the world. Recent activities have included a presentation on Rap music as a form of activism and training in new media technologies for Kazakh-speaking journalists. Research activities by affiliated faculty have

included the Open Society Foundations report, *Mapping Digital Media—Kazakhstan*.

3.3 Faculty

The Department has seven faculty members, with almost a full balance of gender (43% men and 57% women) and of international and local faculty (43% foreign and 57% Kazakhstani) (see Table 1). Three of them have earned PhDs from universities in Kazakhstan or abroad, and one is currently engaged in a PhD program in Canada. All have published internationally and have wide or extensive teaching experience (see Tables 2 and 3).

Table 1: DMC Faculty Countries of Origin

Name of the Faculty	Country of origin	Country of citizenship
Gulnar Assanbayeva	Kazakhstan	Kazakhstan
Frederick Emrich	Canada	Canada
Ken Harvey	USA	USA
Gulnara Karimova	Russia	Russian
Saltanat Kazhimuratova	Kazakhstan	Kazakhstan
Sholpan Kozhamkulova	Kazakhstan	Kazakhstan
Adil Nurmakov	Kazakhstan	Kazakhstan

Table 2: DMC Faculty Profile

Faculty	First Date of Appoint.	Academic Rank	Country of origin of Highest Educational Institute	Teaching Areas	Teaching / Practitioner Experience	HEIs visited	Public / Community Activities
Sholpan Kozhamkulova	01/01/05	Assistant Professor	Ph.D. Al Farabi National University	Introduction to Public Relations Print Journalism Broadcast Journalism Special Topics in Journalism and Mass Communication Mass Media and Society English for Journalism and Mass Communication Editing	13 years' teaching KIMEP University, Al Farby KazNU, Ablay Khan State University of International Relations and World Languages.	American University, Washington D.C., USA SOAS, London, UK	<i>Media Accent Group</i> English Club for media professionals; Consulting to KZ media scholars and NGO leaders during C4D conference
Ken Harvey	8/08/08	Associate Professor	Ph.D. George Wythe University	Computer Design and Editing Advertising and Media Sales Principles of Media Management PR Management and Strategies PR Writing Advertising Writing Layout and Strategies Online Journalism News Writing Special Topics in Journalism and Mass Communication Thesis Supervision	36 years teaching KIMEP University State University of New York's College at Buffalo; Columbia Basin College, Pasco, Washington	University of Washington, Washington State University, University of Southern California, University of Utah, Evergreen College, Gonzaga University, Whitman College, University of Tampa, University of New York - Buffalo, Yakima Valley Community College, University of Seattle, Oklahoma State University, University of Arkansas, Southwest Missouri State University,	President of The International Education Institute for 10 years, which provides online educational services (http://Virtual-University.us) and also works with Central Asian NGOs through the Insight into Development program (http://Insights-into-Development.com). Previously as part of IEI I provided consultant services to the State of Washington. In cooperation with the ARGO NGO in Almaty, I and my American-based NGO have provided training and support to NGOs throughout Kazakhstan, and now, under a \$3.5 million grant for USAID, will expand that training and support to NGOs throughout Central Asia. At each of three conferences, we trained an average of about 80 NGO representatives, plus others

Frederick Emrich	15/08/06	Assistant Professor	M.A. University of Arizona	New Information Technologies Political Communication Special Topics in Journalism and Mass Communication News Writing Online Journalism Ethics in Journalism Writing for Russian Language Media Press Law in KZ Journalism of Kazakhstan and CIS Introduction to Kazakhstani Media Market Graduate Thesis Supervision	17 years teaching KIMEP University Carleton University University of Arizona	Eastern Washington University, Western Washington University, Central Washington University.	(over 100 total). The next conference in June will exceed 120 NGO representatives plus other guests. I have also provided technical training to Kazakhstan NGOs through a Counterparts two-day workshop and to NGOs and "social entrepreneurs" at two Tech Forums (5 days total) sponsored by the U.S. Mission to Kazakhstan. Also technical training through three BAR Camp conferences -- 2 in Almaty and 1 in Bishkek. Also visited and provided trainings at two 5 Almaty high schools. Provided trainings at the UN's Alma Ata+20 Conference and at two trainings at the KazNU Al Farabi.
Gulnar Assanbayeva	27/01/04	Senior Lecturer	Candidate of Sciences Academy of Social Sciences Moscow, Russia	Ethics in Journalism Writing for Russian Language Media Press Law in KZ Journalism of Kazakhstan and CIS Introduction to Kazakhstani Media Market Graduate Thesis Supervision	22 years' KIMEP University Kostanay State University	Berkman Center for Internet and Society, Harvard University	Director of 4 Eurasia Foundation projects for financial supporting 35 Graduate students from the Central Asian countries 2004-2009 Collaborate with the US Embassy on establishment of new one-year program within JMC Department at KIMEP 2009-2010 Recruit undergraduate and graduate students to the JMC Department at schools, universities and media

Saltanat Kazhimuratova	17/02/2003	Senior Lecturer	M.A. KIMEP University	Mass Media and Society Internship Introduction to International	16 years' teaching KIMEP University Kazakh-American University Soros Language School	Lund University, Sweden. CEU, Budapest, Hungary. Michigan State	<p>organizations</p> <p>Member of Departmental Curriculum committee, college Disciplinary Committee (2009 - 2010) and College Graduate Admission Committee, Student Retention and Recruitment Committee</p> <p>The KIMEP committee on Ministry of High Education Attestation 2012</p> <p>Active participant of Recruitment and Admission events</p> <p>Manager of public events and professional trainings for journalism students of KIMEP.</p> <p>DJMC professional network developer</p> <p>Founder of the DJMC Advisory board (2009) and the DJMC Student Advisory board (2011) and Media School 2011-2012 for the Soros-Kazakhstan, Eurasia Foundation, the UNESCO Cluster office in Kazakhstan, and for national and regional Journalism Departments and Media organizations, and for Media NGOs</p> <p>The UNESCO project on Develop and Deliver Effective Competency Development Programs for Media Practitioners in Central Asia 2009</p> <p>the UNESCO Project "Central Asian Network of Young TV Producers Specializing on Coverage of HIV and AIDS" 2010, 2011</p> <p>Coordinator, KIMEP State Interim Test (SIT), 2011</p> <p>Member, Junior Faculty Development Program (JFDP)</p> <p>Finalists Evaluation Committee,</p>
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				Journalism Global Issues in the Press	and Almaty Institute of Language and Translation	University, USA. Cardiff, UK.	American Councils for International Education (ACTR/ACCELS) in Almaty Jury member, Social and PR- projects contest of university students, Kazakhstani PR-shi club. Member, JFDP applications review panel, American Councils for International Education (ACCELS), US Department of State, (2009- 2012) Member, US-Central Asia Education Foundation (CAEF) applications review committee, American Councils for International Education (ACTR/ACCELS) in Almaty Supervised Capstone Projects (Al Akhawayn University) • “Developing marketing strategy and integrated programs: A case study of SOCONARJISS Company and its chips & snacks brand Andalucia.” • “Developing advertising campaign for non-profit organizations: A case study of l'Union de L'action Feminine” Association” • “Developing B2B integrated programs: A case study of the semi-public company SONARGES” • Creator and editor of the online newspaper BlogBasta.Kz • Creator and chief editor of the Almaty city news blog AlaToday.info • Contributing author for the Global Voices Online website.
Gulnara Karimova	20/08/2014	Assistant Professor	PhD Eastern Mediterranean University, Turkish Republic of North Cyprus	Public Relations Marketing Communications	10 years teaching experience Al Akhawayn University in Ifrane Morocco Institute of Higher Education Mahan Tehran, Iran Institute of Higher Education Fanpardaz Tehran, Iran Eastern Mediterranean University, TRNC		
Adil Nurmakov	20/08/2014	Assistant Professor	CSc Almaty State University, Kazakhstan	Online Journalism New Media Public Communications	3 Years of teaching experience International Information Technologies University, Almaty 12 years of professional experience Soros Foundation Kazakhstan Competitiveness Research		

Center
Global Voices Online
(globalvoicesonline.org)
Center for Economic
Research RAKURS –
Analyst
Neweurasia.Net
International Relations
Department of the “Nagy
Ak Zhol/AZAT” Party
“Epoa” Weekly
Newspaper
External Relations Unit of
the Movement “For Just
Kazakhstan” (Bloc of
Democratic Forces
“Public Communications”
Consulting Company
(Moscow, Russia
Education Network - EdNet
(USAID/CARANA
Corporation)

Table 3: Research Output for Program Teaching Faculty

Associate Professor Ken Harvey

Articles

2013

Do Political Reporters Need to Be Political Scientists?, *Journal of Political Science Education* 9 (3): 255-272

PR, media executives support radical education reform: A survey of 767 communication executives. *Public Relations Journal*.

with Matthew Manweller: Do Political Reporters Need to Be Political Scientists? *Journal of Political Science Education*.

Book Chapters

2011 C4D programs find synergy in supporting Central Asia development. *Insights into Development: Meeting Civil Society's Needs in Kazakhstan?*

2009 Economic downturn, employer dissatisfaction survey and media convergence suggest new model of higher education. *Central Asia Business Journal*, Vol. 2, pp. 32-39

Conference Presentations

2012 NGOs can enhance public communications with online media. *Insights into Development: Successful strategies for civil society success*

Changing communications industry shows need for Professional PhD. *KIRC, Almaty,*

Role of Professional Communicators in Deciding Future of Kazakhstan in Global Society. *KIRC, Almaty.*

Diapason of digital skills for Kazakhstani journalists and PR practitioners. *KIRC, Almaty.*

2011 How NGOs can use the Internet for PR/Marketing. *Insights into Development. Almaty.*

Can online marketing tools help Central Asian organizations compete? *KIRC, Almaty.*

YouTubing for Pleasure, Preparation, Policy & Profits. *BarCamp Conference. Almaty.*

2010 Pluralism and the media paradigm. *Insights into Development. Almaty.*

Disrupting the World: How disruptive innovation (new technology, convergence of media on the Internet, etc.) will change the way the world operates. *KIRC, Almaty.*

Marketing & PR in the converged media environment. *KIRC, Almaty.*

Powerful online education and communication tools available now! *KIRC, Almaty.*

How complete is a 'Free Marketplace of Ideas' required for Central Asian nations to compete with Western economies? *KIRC*, Almaty.

2009 Online Public Relations. *EduCamp*, Almaty.

Online multimedia training in mass communications. *EduCamp*, Almaty.

The Next Age of Education: Media convergence, other trends suggest new model of higher education. *BarCamp AUCA*. Bishkek, Kyrgyzstan.

Economic downturn, employer dissatisfaction survey and media convergence suggest new model of higher education. *KIRC*, Almaty.

Senior Lecturer Gulnar Assanbayeva

Conference Presentations

2012 Assenbayeva, G. & Couper, J. Coverage of the 2010 OSCE Summit by Kazakhstani newspapers: Professionalism and Objectivity. *KIRC*, Almaty.

Couper, J. & Assenbayeva, G. Coverage of the 2010 OSCE Summit by Kazakhstani newspapers: Professionalism and Objectivity. *KIRC*, Almaty.

2011 Assenbayeva, G. "Where Journalism Curriculum May Come". *KIRC*, Almaty.

Assenbayeva, G. Freedom of Speech in Kazakhstan - *Media Forum*, organized by Respublika newspaper, Almaty.

Assenbayeva, G. New Approaches to Teaching Journalism, *Media Kurultay*, Almaty.

Assenbayeva, G. Copyright Trends in Kazakhstan. *Digital Communication Conference*, Astana.

2010

Assenbayeva, G. Requirements to the Course of News Writing according to the UNESCO Model - Workshop for Journalism faculty from the regional Universities Almaty, KazNU, Almaty.

Assenbayeva, G. Ethics in the Age of Convergent Media, *International Scientific Conference on Convergent Media*, Almaty, KasNU, Almaty.

2009 Assenbayeva, G. How the UNESCO Model Curricula for Journalism can be adapted and implemented in Kazakhstan. *Media Kurultay*, Almaty.

Assenbayeva, G. Language and Styles in News Writing, *Internews Conference*, Bishkek, Kyrgyzstan.

Assenbayeva, G. Journalism Education – improvement of the Quality of education and new technologies, - *OSCE conference*, -Bishkek, Kyrgyzstan.

Assenbayeva, G. Media Practitioners in Central Asia. Media/Journalism Curriculum Development Workshop – KIMEP, Almaty.

2008 Assenbayeva, G. New Trends in Journalism Education, *International scientific conference* at the Kazakh National University on the perspectives of Journalism Education, Almaty.

Assenbayeva, G. Media Coverage of Poverty Issues in Kazakhstan. *UNESCO Journalism Conference*, Almaty.

Assenbayeva, G. The Potential of Sovetnik RU. *Abilai Khan International Conference*, International Relations and World Languages University, Almaty.

Assistant Professor Sholpan Kozhamkulova

Conference Presentations

2012 Kozhamkulova S., Couper J.L., Reframing of News Culture: Bridges of Glocalization and Information. International Conference *Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation and Journalism into Education* (ICBCB), Suleiman Demirel University, Almaty,

Kozhamkulova S., The Challenges of Television Programming in Kazakhstan, International Conference *Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation and Journalism into Education* (ICBCB), Suleiman Demirel University, Almaty.

Kozhamkulova S., Couper J.L. Blogs on the 2011 Aktau Events: New windows and frames of public discourse, 2nd International Communication Symposium, *New Communication Technologies and Social Transformation*, Kyrgyz Turkish Manas University, Bishkek, Kyrgyzstan

Kozhamkulova S., Spreading Your Message: Photography", *Insights into development Conference*, KIMEP, Almaty.

Kozhamkulova S., Tell Your story with Video: Tips for basic television package production; *Insights into the development Conference*, KIMEP, Almaty.

Kozhamkulova S., Power Discourse on Kazakhstani Television News: Is Soviet Spirit Still haunting us on air? CESS Annual Conference. Tbilisi State University, Georgia.

Kozhamkulova S., Television journalists and Pluralism Issues. Alma-Ata+20 UNESCO International Conference, Almaty, Kazakhstan.

Kozhamkulova S., Couper J., Applying Western Journalism Standards in J-education: KIMEP Experience. Journalism and J-Education in Modern World: Ideas, Theories and New Approaches. Round Table, Al Faraby KazNU, Almaty.

2011 Kozhamkulova S., Agenda setting by Print News Media in Kazakhstan: How Vremya and KazPravda frame headlines. The 8th KIRC, KIMEP, Almaty

Couper J., Kozhamkulova S., Power Discourse in Public Discourse: Frames of Aggression and Institutions in Pakistani News. The 8th KIRC, KIMEP, Almaty

Kozhamkulova S., Different Reporting Camps: Cultural patterns and Agenda-Setting in newspaper coverage in Kazakhstan. *International Association of Media and Communication Researchers* (IAMCR) Istanbul, Turkey.

2008 Kozhamkulova S., Framing effects of television news media of Kazakhstan: How Channel 31, Khabar, Kazakhstan-1 and KTK report news. *Central Eurasian Studies Society conference*, Georgetown University, Washington, DC, USA.

2004 Media Market of Today's Kazakhstan, "The Challenges of Development of Professional Standards of Journalism in Central Asian Countries", *Journalism Scientific-Practical Conference*, KIMEP, Almaty.

Diffusion of Information in Kazakhstan's TV channels, *Journalism Scientific Workshop*, Al Faraby Kazakh National University, Almaty.

Journalism Education: Development Prospective in Kazakhstan, *ACCELS Training Workshop for Young Practicing Journalists from Central Asian Countries*, Almaty.

PUBLICATIONS

2012 Kozhamkulova S., Couper J.L., Dimensions of Innovations Online: Kazakhstan's Trends in the Knowledge Economy, *International Scientific-Practical Conference*, Abylai Khan Kazakh University, Almaty.

Couper J.L., Kozhamkulova S., Persuasive Appeals by Online Publications: Interactive and National Factors, *KIRC*, Almaty.

Kozhamkulova S., Central Asian Accent of News Media Genres: Global Demand Regional Seasoning, *KIRC*, Almaty.

Kozhamkulova S., Seksembayeva E., Harvey K., Ark Village committed to serving least fortunate – disabled children. Insights into Development: Strategies for Civil Society Success, 2012, The International Education Institute, Kennewick, WA, USA.

Couper J., Kozhamkulova S. Teaching journalism at KIMEP: goals and challenges. *Journalism Education Today: Innovations and Methods Handbook* (in Kazakh) Published by UNESCO, Minber NGO, OSCE, Asyl Kitap Publishing, Almaty.

2008 Framing effects of news and the influence of these effects on a Kazakhstani television viewer, *Vestnik Tomskogo gosudarstvennogo universiteta. Filologiya*. No. 2. Pp 82-85.

Materials of Scientific-Practical conference devoted to 80th anniversary of Professor Mustafin T.T., *Proceedings*, Al Farabi Kazakh National University, Almaty.

2004 Research Assistant for *The Buying of the President 2004: Who's Really bankrolling Bush and His Democratic Challengers and What They Expect in Return*, Perennial, Harper Collins.

2001 Translation Strategy in the Bilingual News Mass Media of Kazakhstan (In Russian: Strategiya perevoda v Sredstvakh Massovoi Informatsii Kazakhstana v Usloviyah Dvuyazychiya), *International Scientific Conference*, Abylai Khan Kazakh State University, Almaty.

Materials of "The Important Problems of Intercultural Communication and Translation" *International Scientific Conference*, Abylay Khan Kazakh State University, Almaty.

Materials of "Economics Education At The Beginning Of A New Millennium: The Issues Of Interaction Between Language And Economics" *International Scientific Conference*, Abylay Khan Kazakh State University, Almaty.

Senior Lecturer Saltanat Kazhimuratova

2012 Paper accepted in "Journalism Education in Kazakhstan: changes and reasons for changes" and received invitation to participate in the *ECREA 2012 conference*, Istanbul, Turkey.

Received invitation to present paper "Journalism education in Kazakhstan: :new opportunities and new challenges". in the 3rd international *Education, Research and Development Conference*, Sunny Beach, Bulgaria.

Book Chapters

2012 JFDP – Reflections of Eurasian Scholars”, Publisher: *Authorhouse*, Milton Keynes, UK, Bloomington, IN, USA.

Conference Proceedings

2012 “Shaping the Future of the Newspaper” international joint project of the World Association of Newspaper & News Publishers (WAN-IFRA), the University of Central Lancashire, UK, and the Norwegian School of Management.

2010 Blogging for Democracy: Young Citizens and New Media in Kazakhstan” at ECREA 2010 conference (The European Communication Research and Education Association), Hamburg, Germany.

2008 Higher Education to Function in the Marketplace: Perspectives and Reforms of Higher Education in Kazakhstan”, *Central Eurasian Studies International Conference*, Indiana University, Bloomington, USA.

2004 Competitive Education Perspectives and Reforms of Higher Education in Kazakhstan, *Junior Faculty Development Conference (JFDP) Development of Competitive Higher Education: International Experience and Challenges in Kazakhstan*. Almaty.

Kazakhstan and its role in Central Asia. *U.S. interests in Central Asia and the Future of the Countries of the Region* conference, Utah Valley State College, USA.

Assistant Professor Frederick Emrich

In Press Mapping Digital Media – Kazakhstan, co-authored with Adil Nurmakov, to be published in Open Society Foundation’s *Mapping Digital Media*.

Conference Presentations

2013 Public Service Media in Kazakhstan: Mapping Digital Media, Proceedings of UNESCO Conference Marking the 20th Anniversary of the Alma-Ata Declaration

Panel Synopsis, Proceedings of UNESCO Conference Marking the 20th Anniversary of the Alma-Ata Declaration

Mapping Digital Media Kazakhstan, (with Plakhina Y.), Open Society Foundations

2012 Digital Communications in Kazakhstan, *KIRC*, Almaty.

Mapping Digital Media – Kazakhstan. OSF's Mapping Digital Media conference, Istanbul, Turkey.

Internet and Social Movements in Kazakhstan, CSS research presentation, KIMEP, Almaty.

2008 Using Weblogs in Journalism Education: The KIMEP Experience, conference presentation and proceedings publication.

Designing an Organizational Website Using Drupal Content Management System,” two-week training session, KIMEP,

2007 Democracy in Danger, *Guardian Weekly*, December 2007.

Online Participatory Journalism in Kazakhstan, Research Presentation, KIMEP.

New Information Technologies and Journalism, conference presentation, Kazakh British Technical University.

Cheating and ‘Common Knowledge’ in *Dynamic Argument*, Robert Lamm and Justin Everett, eds. Stoneham, MA: Houghton Mifflin Company.

Wikipedia, Internet Commons, and the Credibility of Online Information,” a commissioned paper for the American Library Association Symposium, Internet Credibility and the User, April 2005.

“The Value of Information Commons: Protecting Public Access to Ideas,” a commissioned report for the American Library Association Information Commons Project Roundtable, October 2004.

Numerous website entries for the info-commons.org website and weblog, April 2002 to August 2004 [<http://www.info-commons.org/blog>].

2005 American Library Association National Conference presentations: June 2005 (Annual Conference, Orlando, FL); January 2004 (Mid-Winter Conference, San Diego, CA); June 2002 (Annual Conference, Atlanta, GA)

2001 Union for Democratic Communications International Conference presentation, May 2001 (Ottawa, ON)

Assistant Professor Gulnara Karimova

Articles

In Press Karimova, G. & Shir Khanbeik, A. Carnival of change. *Empedocles: European Journal for the Philosophy of Communication*

2013 Branding and advertising in an Islamic context: Representing the forbidden. *Journal of Brand Strategy*, Vol.1, N4

2012 A Bakhtinian typology for ambient advertising. *Journal of Marketing Communications*, Vol. 52, N3, pp.84-94

2011 'Interactivity' and advertising communication. *Journal of Media and Communication Studies*, Vol. 3, N5.

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Can level of interactivity be measured? *Empedocles: European Journal for the Philosophy of Communication*. Vol. 2, N2

Literary criticism and interactive advertising: Bakhtinian perspective on interactivity. *Communications: European Journal of Communication Research*. Vol. 36, N4, 463-482

2010 The Role of chronotope within advertising narrative. *Pompeii – Journal for Junior Scholarship*. Stream 3. <http://pompeii-project.webs.com/stream3.html>

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Interpretive methodology from literary criticism: Carnavalesque analysis of popular culture. *Journal of Studies in Popular Culture*, Vol.33, N1. www.pcasacas.org/SiPC/sipcindex.htm

Assistant Professor Adil Nurmakov

Papers

Forthcoming "Political uses of social media in Kazakhstan", in *Social Media in Asia*

2012 "Freedom on the Net" 2011 and 2012 report on Kazakhstan, Freedom House.

2011 Needs Evaluation Report on Media, Media NGOs and Journalism Faculties; Evaluation Report on Media Support Program of the Soros Foundation – Kazakhstan

Global Information Society Watch Report on Kazakhstan

2010 Almaty Today. A tour guide to the city of Almaty" in Russian and English, Almaty

2009 "Resource Nationalism in Kazakhstan's Petroleum Sector: Curse or Blessing?" in *Caspian Energy Politics*, Routledge

Country Report on Kazakhstan for JICA

4. UNDERGRADUATE PROGRAM IN JOURNALISM

This is an eight-semester program of full-time study that must be completed within five years of commencement. There are two specializations or majors in the program: *media management* and *public relations/advertising*.

4.1 History

The Undergraduate Program in Journalism leading to a Bachelor of Journalism (BJ) was first offered in August 2003. It received State Attestation in March 2008 and was re-licensed. In July 2012, KIMEP's state license as a university authorized it to offer a program of study that leads to the awarding of a Bachelor of Journalism (henceforth BJ), which required only minor curriculum changes to the previous BAIJ program of study. Since its inception, it has had 9 graduating cohorts. In December 2013, the program was accredited for 5 years by the American Communication Association (ACA). In September 2013, the program received conditional accreditation from AQAAA, the Austrian Agency for Quality Assurance.²

4.2 Goals

The purpose of the program is to prepare professional communicators for careers in public, private, and nonprofit sectors of mass communication industries and related roles in a range of additional industries. The program is designed to provide the practical, technical and language skills necessary to develop Kazakhstan's media environment. Its central goals are:

1. to educate Kazakhstani and Central Asian professionals with the understanding needed for future leadership in communication fields;
2. to provide the analytical and practical skills needed for graduates to be successful communicators, planners, media leaders, scholars, and researchers; and
3. to foster within students an ethos of professionalism and citizenship.

4.3 Objectives

The objectives of the program are:

1. to promote knowledge and skills needed to perform in public, non-governmental, and private mass communication, Public Relations, Broadcasting, and Journalism organizations;

² The last sentence of this paragraph is intended to be temporary and removed once the conditions determined by AQAAA are satisfied.

2. to provide students with both conceptual and practical communication knowledge and skills for successful careers in private, public, and non-governmental sectors of professional communication; and
3. to educate students on constructive and ethical service to national, regional and international communities.

4.4 Learning Objectives

Learning objectives have been developed to fit within the University's development strategy to 2014, centered on developing a transparent learning process. The program's learning objectives are designed to ensure that graduates have:

- a satisfactory level of knowledge of:
 - concepts and theories that have informed the development of the fields of mass communication, journalism, public relations;
 - the nature of mass communication processes and production and their relationship to society and the marketplace, and how these can be conceived, designed, planned and implemented;
 - major concepts and theories of the production, distribution, and impact of mediated messages in a range of contexts and technologies, including traditional and online communication;
 - the nature and structures of media organizations and the impact of their activities and culture on information flow within individuals, groups, and society;
 - concepts and theories of message production, dissemination of knowledge, and information reception that can be applied to improve the performance of mass communication;
 - the principles of effective management of media organizations and their operation and role within society; and
 - one or more areas of communication specialization (such as broadcasting, journalism, advertising, public relations, and photography);
- the necessary cognitive, interpersonal, and management skills to:
 - undertake research that synthesizes, integrates and applies theoretical constructs to define, analyze, and explain issues in the fields of mass and interactive media;
 - design and carry out effective communication programs and projects to benefit their careers, employers and the community as a whole;
 - conceive and communicate ideas, information and plans clearly and effectively, in both oral and written English;
 - make appropriate use of technology to retrieve, analyze, and present information; and
 - work effectively with others in the pursuit of shared communication objectives.

4.5 Intended Learning Outcomes

The program is a national and regional leader in developing and implementing transparent and effective academic learning outcomes as a core element of the development strategy of KIMEP University. Therefore, on the successful completion of the program, BJ graduates will be able to:

1. explain the role of journalism and mass media in society;
2. apply foundation practices in professional communication, such as writing, planning, analysis, and research;
3. follow ethical and professional practices related to the practice of journalism and mass communication;
4. work with legal issues and procedures related to the practice of journalism and mass communication in Kazakhstan;
5. manage and explain the role of new information technologies in the practice of mass communication;
6. engage with, and advance, communication practices in CIS and Kazakhstan and in other regions of the world, in ways that reflect the major social, economic, and political aspects and impacts of those practices;
7. develop the analytical skills needed to critically evaluate professional communication materials and performances;
8. master the practical skills needed to conceive, report, and produce news for online, print, broadcast and other media;
9. adopt the language, management and technical skills needed to communicate effectively;
10. understand the basics of commercial and academic research, including a variety of methods;
11. demonstrate the technical skills necessary to communicate effectively in a multimedia environment; and
12. undertake at least one semester of work in a mass communication role or field.

4.6 BJ Curriculum

BACHELOR OF JOURNALISM

4.6.1 Program Structure

Like all undergraduate degrees at KIMEP, the program has four study program categories.

To earn a Bachelor of Arts in Journalism, a student must complete 146 KIMEP credits (240 ECTS).

	KIMEP credits	ECTS
General Education Requirements	33	53

Physical Education	8	8
Program Foundation Courses	64	111
Program Requirements or Major	41	68
Total Required for Graduation	146	240

FOUNDATION ENGLISH

0 ECTS

Upon admission to KIMEP, undergraduate students are placed in an English course according to their level of proficiency. This level is ascertained by reference to the KIMEP English Entrance Test (KEPT) or an equivalent instrument, such as a TOEFL or IELTS score. In the Foundation English phase, there are three levels of English, each requiring a total of 225 contact hours. The total number of courses that a student needs to complete will depend on his/her proficiency in English.

Courses

The Foundation English courses are as follows:

Code	Name of Course	Level of Proficiency at Entry *	Level of Proficiency upon Completion*	Duration in contact hours	Prerequisite
ENG 0101	Foundation English Level C	Beginner	A1 +	225 contact hours	Determined by KEPT**
ENG 0102	Foundation English Level B	A1 +	B1 Mid	225 contact hours	ENG0001 (or prerequisite KEPT)
ENG 0103	Foundation English Level A	B1 Mid	B2 Mid	225 contact hours	ENG0002 (or prerequisite KEPT)

* Levels are defined in terms of the Common European Framework of Reference (CEFR).

** KIMEP English Placement Test

Required GE courses: 33 KIMEP credits equivalent to 53 ECTS

KIMEP believes that a liberal education substantiates discipline-based study. In the General Education (GE) program, students develop the foundation and context for their specializations, for their university lives, and for their lives beyond graduation.

CODE	TITLE	CREDITS	ECTS
GEN/PAD1040.2	Life Security [KAZ, RUS, ENG]	2	3
GEN/IRL1000	History of Kazakhstan [KAZ, RUS, ENG]	3	5
KAZ1xxx	Kazakh language [semester 1]	3	5
KAZ1xxx	Kazakh language [semester 2] ³	3	5
English Language Requirements: ⁴	English Language Requirements:		
GEN1010	Academic Speaking	3	5
GEN1011	Academic Reading and Writing I	3	5
GEN/OPM1300 OR GEN/OPM2301	Introduction to Computers or Business Computer Applications	3	5
GEN/PAD2030.2 OR GEN/PAD 2031.2	Ecology and Sustainable Development OR Sustainable Development: Society, Ecology and Economy	2	3
GEN/IRL2500 OR GEN/IRL2510	Introduction to Philosophy OR Principles of Ethics	3	5
GEN/PAD2700.2	Introduction to Sociology	2	3
GEN2701.2/POL251	Introduction to Political Science	2	3

³ Depending on the level of their proficiency students take two of the following courses:

KAZ1401 Beginning Kazakhs

KAZ1402 Elementary Kazakh 1

KAZ1403 Elementary Kazakh 2

KAZ1404 Intermediate Kazakh 1

KAZ1405 Intermediate Kazakh 2

KAZ1407 Business Kazakh

KAZ1408 Kazakh Language and Culture (Advanced)

⁴ Students complete their preparation in English by undertaking two further English courses as part of their Program Required Foundation Courses (see below)

GEN1110 Academic Listening and Note Taking

GEN1121 Academic Reading and Writing II

1.2			
GEN1704.2/ECON1 101.2	Introduction to Economics	2	3
GEN/LAW2720.2	Introduction to the Legal System of Kazakhstan	2	3
	TOTAL GENERAL EDUCATION REQUIREMENTS	33	53

Physical Education Courses: 8 credits equivalent to 8 ECTS

The MES specifies the following required physical education course conducted over eight semesters

GEN1101 Physical Education 8 credits → 8 ECTS

JOURNALISM PROGRAM

179 ECTS

Foundation Program 64 KIMEP Credits equivalent to 111 ECTS

Program Foundation Required Courses: 61 KIMEP credits, 106 ECTS

Course Code	Course Title	KIMEP Credits	ECTS
JMC3615.2 or JMC3616.2	Writing for Russian Language Media or Writing for Kazakh Language Media	2	3
JMC 1601.2	English for Media Communication I	2	3
JMC2607	Ethical and Legal Issues in Press	3	10
JMC 3201	Media Writing	3	5
JMC3608	Journalism of Kazakhstan and CIS	3	5
JMC 3609	Principles of Media Management	3	5
JMC 3622	Print Journalism	3	5
JMC2605	Media and Society	3	5
JMC2604	Computer Design and Editing	3	5
JMC 2611	Introduction to Journalism	3	5
JMC 2612	New Information Technologies	3	5
JMC2608/ GEN2812	Introduction to Public Relations	3	5
ENG1110	Academic Listening and Note Taking	3	5
ENG1121	Academic Reading and Writing II	3	5
JMC 2430	Research, Reading and Writing	3	5
JMC 2703	Photojournalism	3	5
JMC3211	Editing	3	5

JMC 4611	Professional Project	3	5
JMC 4612	Online Journalism 1 (Digital Information Production)	3	5
JMC 4615	Online Multimedia Technologies	3	5
JMC 4701	Communication Research	3	5
TOTAL:		61	106

Program Foundation Elective Courses: 3 KIMEP credits, 5 ECTS

Students must choose any 1 (one) course from the following:			
Course Code	Course Title	KIMEP Credits	ECTS
JMC 2609	Psychology in Communication	3	5
JMC 4706	Creative Workshop	3	5
JMC 3707	Broadcasting in Russian (Kazakh)	3	5
JMC 3708	Independent Studies in Communications	3	5
JMC 3709	Audio Production	3	5
JMC 4610	Advanced News Editing	3	5
TOTAL:		3	5

**PROGRAM REQUIREMENTS OR MAJOR
41 KIMEP credits equivalent to 68 ECTS**

The BAJ program offers two majors: **Media Management** and **Public Relations**.

Students who want a flexible curriculum may choose to graduate without a major. In such cases, students should complete **41 KIMEP credits (68 ECTS)** in BAJ Major Program Requirements or Major section.

BAJ Program Requirements or Major courses are grouped into two components:

Major Required Courses – 35 KIMEP credits, 58 ECTS

Major Elective Courses- 6 KIMEP credits, 10 ECTS

Media Management is designed for students who want to manage news organizations. To work successfully on the management side of media, students need to understand the various information businesses, such as newspapers, magazines, radio, television and online. In addition, students need to have a foundation in management economics and business administration to work effectively in this field.

Public Relations teach students how to serve as intermediaries between organizations and those organizations' publics. They will learn communication skills needed to advise management, set policies, and plan and execute

strategic campaigns. The program includes business administration and management courses.

Major in Media Management

Major Required Courses: 35 KIMEP credits, 58 ECTS

Course Code	Course Title	KIMEP Credits	ECTS
JMC 3623	Broadcast Journalism	3	5
JMC 3603	Business News	3	5
JMC3605	Political Communication	3	5
JMC 3611	Internship I	3	5
JMC 3612	Internship II	3	5
JMC 4070.2	Thesis	2	3
JMC 4080	State Examination	1	2
JMC4601	Advertising and Media Sales	3	5
JMC 4209	Public Relations Management and Strategies	3	5
JMC 4703	Crisis Communication	3	5
JMC 4613.2	Online Journalism 2 (Online Publication Management)	2	3
JMC 4614	Media Analysis	3	5
JMC 4690	Special Topics in Journalism and Mass Communication	3	5
TOTAL:		35	58

JMC 4070.2 Thesis

Students will write an undergraduate thesis on independent research undertaken in consultation with a faculty advisor, who may specialize in the student's potential thesis topic. Students must submit a proposal and obtain the written approval of the faculty advisor.

Major Elective Courses: 6 KIMEP credits, 10 ECTS

Students must choose any 2 (two) of major electives courses:		KIMEP credits	ECTS
JMC 4201	Advanced Media Writing	3	5
JMC 4704	Brand/Image Management	3	5
JMC 4702	Government Media Relations	3	5
JMC 4707	Broadcast Production and Editing	3	5
JMC 4708	Broadcast Public Speaking	3	5
JMC 4713	Persuasive Visual Communication	3	5
JMC 4622	Advertising Writing, Layout and Strategies	3	5
JMC 2704	Persuasive Communication	3	5
JMC 3621	International Relations and Journalism	3	5
JMC 3610	News and Economics	3	5
MGT 1201	Intro to Business	3	5
JMC 4705	Introduction to Documentary	3	5
TOTAL		6	10

Major in Public Relations

Major Required Courses: 35 KIMEP credits, 58 ECTS

Course Code	Course Title	KIMEP Credits	ECTS
JMC 3623	Broadcast Journalism	3	5
JMC 4613.2	Online Journalism 2 (Online Publication Management)	2	3
JMC 3603	Business News	3	5
JMC 3611	Internship I	3	5
JMC 3612	Internship II	3	5
JMC 4070.2	Thesis	2	3
JMC 4080	State Examination	1	2
JMC 4703	Crisis Communication	3	5
JMC 4209	Public Relations Management and Strategies	3	5
JMC 4707	Broadcast Production and Editing	3	5
JMC4201	Advanced Media Writing	3	5
JMC 4690	Special Topics in Journalism and Mass Communication	3	5
JMC 2704	Persuasive Communication	3	5
TOTAL:		35	58

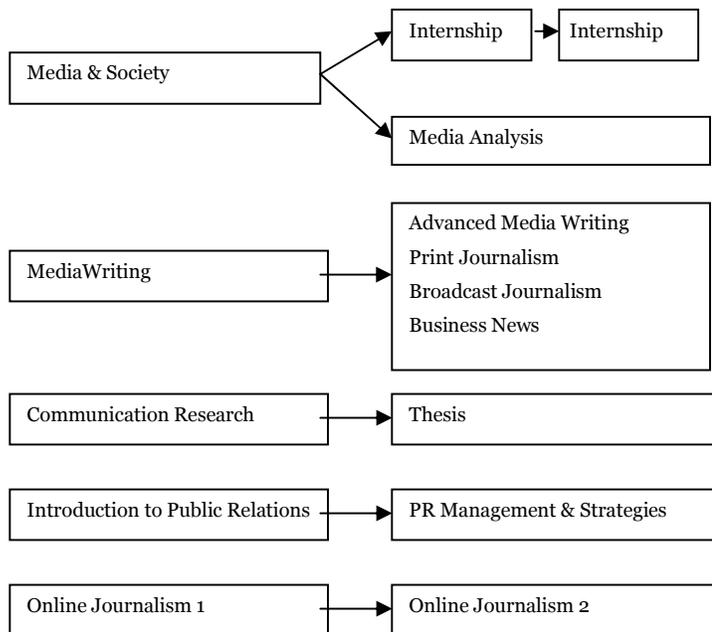
Students must choose any 2 (two) of major electives courses.

Major Elective Courses: 6 KIMEP credits, 10 ECTS

Students must choose any 2 (two) of major electives courses:		KIMEP credits	ECTS
JMC3605	Political Communication	3	5
JMC4601	Advertising and Media Sales	3	5
JMC 4614	Media Analysis	3	5
JMC 4622	Advertising Writing, Layout and Strategies	3	5
JMC 4702	Government Media Relations	3	5
JMC 4704	Brand/Image Management	3	5
JMC 4705	Introduction to Documentary	3	5
JMC 4708	Broadcast Public Speaking	3	5
JMC 4713	Persuasive Visual Communication	3	5
JMC 3621	International Relations and Journalism	3	5
JMC 3610	News and Economics	3	5
MGT 1201	Intro to Business	3	5
TOTAL		6	10

Prerequisites

The following chart illustrates which Journalism courses have prerequisites. Journalism courses not listed on the chart do not have any prerequisites.



4.6.2 Internships

Student internships, which are a mandatory component of the program curriculum, are an important part of the learning process. They can take two forms:

- professional (for students contemplating a career in journalism, media management, public relations or advertising);
- organizational (for students contemplating employment in the public, non-profit, and business sectors).

To support its internship program, the College has:

- an Internship Coordinator, who is responsible for finding suitable Professional Internship opportunities and placing students in such internships;
- a dedicated Senior Lecturer in Governmental Internships, a former Minister of Labor, who is responsible for designing, delivering, and assessing Introductory Internships to the Kazakhstan Parliament and the Ministry of Economic Development and Trade; and
- a BJ core faculty, appointed on a semester basis, to oversee and assess student internships.

The DMC Internship Program aims to provide students with an opportunity to work in real-world organizations (media outlets, PR and marketing and advertising companies, production and film studios, corporate media,

government agencies, embassies, etc.) and acquire marketable skills in the areas of their specialization.

Internships are available in the fall, spring, and summer semesters in the following areas:

- communication,
- broadcasting,
- public relations,
- marketing,
- advertising,
- multimedia journalism,
- SMM
- media management, and
- event management.

The professional internship program is designed to:

- Immerse the students into the reality of Kazakhstani and international multimedia and communication field.
- Get introduced to the work of mass communication professionals; learn more about career choices;
- Give students hands-on reporting and writing experience in a professional newsroom; experience in planning and implementing strategic campaigns;
- Help students build a portfolio that will strengthen their applications for post-graduate jobs; employers will require previous experience and gauge a candidate's ability through their work samples;
- Develop a network of professional contacts that will help students launch a career in mass communications, public relations, marketing, and advertising.
- Improve their understanding of how market-based analysis can help them better understand economic and social problems;
- Enhance interns' awareness of the real-life situation in the chosen field;
- Help identify necessary skills and knowledge in order to focus in their academic program;
- Help develop interns' analytical, communication, team-working, decision-making and other professional skills;

The DMC internship program prepares students for such jobs as:

- Multimedia journalists
- Media producers
- PR managers
- Magazine editors
- Marketing specialists

- Communication consultants
- Corporate communications specialists
- Account managers
- Media planners
- News anchors
- Copywriters
- Social media coordinators
- Event managers, among many others.

Students have the opportunity to undertake an internship abroad or study abroad as part of their BJ program. This can be arranged with one of KIMEP's partner universities by the International Relations Office.

4.6.3 Description of Program Courses

JMC1601.2 English for Media Communication I (2 KIMEP credits)

Prerequisites: None

This course will develop students' skills for journalistic and academic writing.

Topics to be

covered include: Proper citations (using both the conventions of journalism and of APA academic

style); identifying and avoiding plagiarism; proper use and presentation of quotations; and clear

writing styles for journalism and academic writing. Students will be introduced to good examples

of academic and journalistic writing, and will produce their own examples using each style.

JMC2430.2 Research Reading and Writing (2 KIMEP credits)

Research, Reading, and Writing provides students with an introduction to conducting research in an academic setting. The course includes at a minimum the following topics: Identifying, understanding, and using academic sources; How to cite sources; Documenting your research; Identifying and avoiding plagiarism; Creating an annotated bibliography; Basic research activities.

JMC2604 Computer Design and Editing (3 KIMEP Credits)

Prerequisites: None

In this course students will learn the fundamentals of computer applications used to design and edit journalistic materials. It provides students with the skills needed to edit stories and design newspaper/magazine pages. Topics include drawing setup, drawing and editing techniques, pictorial drawing, how to master dimensions, printing, plotting, and basic 3D modeling.

JMC2605 Mass Media and Society (3 KIMEP Credits)

Prerequisites: None

This course surveys how media and mass communication impact society and its economic and political development. It is designed to acquaint students with theory and research in the mass communication field. It examines the relationship between individuals and the media and explores the role of and impact of media in progressively larger social systems. (Students who have taken GED2610 Mass Communications and Society should not take this course.)

JMC2607.4 Ethical and Legal Issues in Mass Communication (3 KIMEP credits)

Prerequisites: None

The course is designed to help journalists and communication professionals understand their rights and responsibilities. The course explores legal and ethical aspects in the press and in the public relations industry in Kazakhstan (local practice) and abroad (international practice). The ethical part of the course addresses news manipulation, bias, unfairness, plagiarism, fabrication, conflict of interest. The legal part introduces Press law and key concepts of Kazakhstani legal system related to regulation of mass and online communication.

JMC2608/GEN2812 Introduction to Public Relations (3 KIMEP Credits)

Prerequisites: None

This course is designed to provide students with introductory theoretical knowledge of public relations and beginning practical experience. It surveys the basics of the PR process and PR-related communication theories. It also introduces students to PR strategies and tactics and discusses public relations professional ethics. The course offers students an opportunity to use some of the strategies and tactics that public relations practitioners have actually used in their campaigns.

JMC2609 Psychology in Communication (3 KIMEP Credits)

Prerequisites: None

This course examines behavior and experience as it relates to the journalist or public relations practitioner. Major topics covered include personality factors, intelligence, perception, motivation, problem solving, social relationships and interpersonal communication. Students will gain an understanding of the importance these factors have for the mass media professional.

JMC2611 Introduction to Journalism (3 KIMEP Credits)

Prerequisites: None

The course provides an introduction to journalism and its role in society. Topics of exploration include: journalism and democratic society, globalization and world trends, and professional practices. Students are introduced to key concepts and issues in the field.

JMC2612 New Information Technologies (3 KIMEP Credits)

Prerequisites: None

This practicum course is concerned with new information technologies and the impact they are having on journalism and related fields as well as on society at large. Students will develop critical understanding and practical skills related to network digital information technologies.

JMC2703 Photojournalism (3 KIMEP Credits)

Prerequisites: None

This course covers the key concepts and skills of digital photography. It explains composition, exposure, and lighting as well as such advanced techniques as working with subjects, producing a professional portfolio, and postproduction. By understanding the traditions and current practices of successful photographers, students learn how to work as a photojournalist, while exploring and developing their own vision. Local professional photographers visit the class to ensure a realistic, stimulating view of photographic skills and options. This practical course treats visual journalism as the basis for other important categories in the field, such as commercial, landscape, fine art and portrait photography.

JMC2704 Persuasive Communications (3 KIMEP Credits)

Prerequisites: None

This course covers key principles, practices, and contexts of persuasion in the current era of changing mass communication patterns, in both traditional and online communication spheres. Its general focus can be summarized as the “applied psychology of messaging.” We will cover many key concepts of persuasion, but will mostly focus on practical ways to deal with persuasion. Most of the class will involve learning, critiquing, using and practicing major advanced persuasion techniques. Analytical and creative thinking will be integrated into most projects. The course will also consistently consider the ethical aspects of using persuasion, in terms of individuals, groups and societies.

JMC3201 Media Writing (3 KIMEP Credits)

Prerequisites: None

This course emphasizes news writing and reporting for print media. The course covers news values, basic news reporting skills, news story structure, AP style, and grammar and usage, and basic news reporting skills. Students will learn how to write news stories on a variety of subjects and issues. The course also examines ethical and legal issues related to the practice of journalism.

JMC3211 Editing (3 KIMEP Credits)

Prerequisites: None

This course acquaints students with the philosophy of news editing and gives them extensive practice in the skills required. It covers big-picture editing – whether a story is well organized, whether information is missing that makes a story incomplete, whether the tone of the story is appropriate and so on. It also

covers small-picture editing – paragraph transitions, grammar, spelling, punctuation and the like.

JMC3603 Business News (3 KIMEP Credits)

Prerequisites: None (Previous Title: Business Communication)

This course covers how journalists write and edit business stories, and how business people can use their knowledge of journalists' practices and values to get stories about their enterprises published. It looks at hard-news stories, such as company acquisitions, expansions or layoffs, executive changes, new products, earnings reports and the like. It also covers business feature stories, such as innovative company research, company philanthropy and profiles of interesting company executives.

JMC3605 Political Communication (3 KIMEP Credits)

Prerequisites: None

This course covers the development and techniques of modern political communication. It examines how politicians or government officials can best frame issues to get other officials and the public to buy into their views. It also looks at the importance of communication in a political campaign – and how best to communicate to win or hold office. Finally, because so much of the crafting of political communication is based on polling, it looks at how political polling is done and how important it is.

JMC3608 Journalism in Kazakhstan and CIS (3 KIMEP Credits)

Prerequisites: None

The purpose of this course is to examine news media in Kazakhstan and other CIS countries, including regional problems that relate to journalism. The course surveys different media outlets in Kazakhstan, examines their specifics and introduces their types.

JMC3609 Principles of Media Management (3 KIMEP Credits)

Prerequisites: None

This course introduces the basic principles of media management. It reviews the organization of radio, TV, magazine and newspaper enterprises. It also deals with case studies of media organizations.

JMC3611 Internship (3 KIMEP Credits)

Prerequisites: JMC 2605 Mass Media and Society

This course will help students to develop marketable skills, which they can later apply in a professional setting, and begin career networking. The department, together with the internship supervisor, will evaluate students' performance. Course may be retaken for credit with departmental permission.

JMC3612 Internship II (3 KIMEP Credits)

Prerequisites: JMC 2605 Mass Media and Society

This course offers additional training in the student's chosen field. Students may continue a previous internship or choose a new field of study. The course is designed to provide hands-on knowledge of the field and provide the opportunity to network.

JMC3615.2 Writing for Russian Language Media (2 KIMEP credits)

Prerequisites: None

This course is designed to develop help students apply skills in writing for media in the Russian language. Students will study the language of mass media and access a range of sources in the Russian-language media. The material of the course includes understanding themes and vocabulary of mass media and applying principles of Western style media writing in a Russian language environment. The course will focus on practical written assignments designed to build students' competence in writing professionally in Russian in order to prepare them for entering the local media workforce.

JMC3616.2 Writing for Kazakh Language Media (2 KIMEP credits)

Prerequisites: None

This course is designed to develop help students apply skills in writing for media in the Kazakh language. Students will study the language of mass media and access a range of sources in the Kazakh-language media. The material of the course includes understanding themes and vocabulary of mass media and applying principles of Western style media writing in a Kazakh language environment. The course will focus on practical written assignments designed to build students' competence in writing professionally in Kazakh in order to prepare them for entering the local media workforce.

JMC3622 Print Journalism (3 KIMEP Credits)

Prerequisites: JMC 3201 Media Writing

This course covers newspapers and magazine writing. It introduces students to the writing, editing, layout, and production of magazines and newspapers. The course also teaches students the fundamentals of newsgathering, news writing, interviewing techniques, news editing and design.

JMC3623 Broadcast Journalism (3 KIMEP Credits)

Prerequisites: JMC 3201 Media Writing

This course provides students with theoretical and practical knowledge of television production. It examines gathering, evaluating, writing, and delivering broadcast news copy. The emphasis for the course is on writing broadcast news. The course teaches students to write news stories that are accurate, clear, interesting, and concise.

JMC3707 Broadcasting in Russian (3 KIMEP Credits)

Prerequisites: None

Broadcasting in Russian is ideally taken after Broadcast Journalism (1) to continue building basic video technical skills and broadcast journalism skills initiated in the previous course, and (2) to better prepare students for potential employment especially within the dominant Russian-speaking broadcast/video industry. Students will continue developing on-camera and behind-camera skills, including news/script writing, video editing, and directing skills. They will employ their video/broadcast skills in real and/or realistic settings, producing news and informational programming.

JMC3708 Independent Studies in Communications (3 KIMEP Credits)

Prerequisites: None

This course allows students essentially to write their own syllabus by preparing their own contract of learning goals, activities and outputs. In so doing, students are able to explore areas and develop skills they feel are important to their future. For some, their activities, such as working on a student publication, may be more experiential in nature. For other students, the activities may involve the exploration of topics not covered extensively in scheduled courses, such as movie script or magazine writing. And for yet other students, their independent studies may involve readings and research aimed at completing their required thesis. All students, however, will meet in regular seminar-style classes where they will make regular presentations on topics related to their independent studies and participate in general discussion.

JMC3709 Audio Production (3 KIMEP credits)

Prerequisites: None

This course focuses on developing skills in producing audio segments and stories. The course introduces technical aspects of digital audio production as well as audio storytelling techniques.

JMC4070.2 Thesis (2 KIMEP credits)

Prerequisites: JMC 4701 Communication Research

Students will write an undergraduate thesis on independent research undertaken in consultation with a faculty advisor, who may specialize in the student's potential thesis topic. Students must submit a proposal and obtain the written approval of the faculty advisor.

JMC4080 State Examination (1 KIMEP credit)

Students will take an exit test that evaluates their competencies in the field of media and communications.

JMC4201 Advanced Media Writing (3 KIMEP Credits)

Prerequisites: JMC 3201 Media Writing

This course will offer instruction in advanced news writing techniques for newspapers and magazines; these include feature articles, investigative pieces

and coverage of government, including speeches by officials and meetings of government agencies. Students will travel off-campus to cover news events.

JMC4209 Public Relations Management and Strategies (3 KIMEP Credits)

Prerequisites: JMC 2608 Introduction to Public Relations

The course examines the management function of PR, the process of research, planning, communication and evaluation in the field. During the course, students discuss both real and hypothetical PR cases. The course provides students with knowledge and skills to develop strategic communication plans using public relations techniques and tools. It discusses the specifics of different types of PR such as business, non-profit and government, among others

JMC4601 Advertising and Media Sales (3 KIMEP Credits)

Prerequisites: None

This course examines advertising and promotional principles and their application in mass marketing. It also analyzes advertising media and the preparation of advertising campaigns. Case studies of advertising production will be examined and students will receive hands-on experience.

JMC4610 Advanced News Editing (3 KIMEP credits)

This is a practical course in news editing. Students will develop an understanding of the editing process, including dealing with texts and dealing with people.

JMC4611 Professional Project (3 KIMEP Credits)

Prerequisites: None

Students will complete newspaper, TV/Radio or PR projects under supervision of an instructor from the Department of Media and Communications. To enroll in the course students must have senior standing in the journalism/mass communication program.

JMC4613.2 Online Journalism 2 (2 KIMEP credits)

Prerequisites: none

This practicum course introduces students to planning, designing, creating, and managing a complex news or informational website using an advanced content management system. Students will produce an online publication with multi-media content.

JMC4614 Media Analysis (3 KIMEP Credits)

Prerequisites: JMC 2605 Media and Society

This course demonstrates how and why to analyze a wide range of media materials. Students will use a variety of media analysis techniques to investigate the production of media messages.

JMC4615 Online Interactive, Multimedia Technologies (3 KIMEP Credits)

Prerequisites: None

This course introduces students to online interactive, multimedia technologies including learning management, conferencing, video sharing, social networking multimedia, video creation and editing, and viral marketing.

JMC4622 Advertising, Writing, Layout and Strategies (3 KIMEP credits)

This is a practical course in effective presentation and layout. The course has application to advertising as well as to other areas of communication.

JMC4690 Special Topics in Journalism and Communication (3 KIMEP Credits)

Prerequisites: None

Generally taught in seminar format, the theme of this course will vary depending upon faculty expertise, departmental priorities and student needs. The course can be repeated for credit if the topic changes.

JMC4701 Communication Research (3 KIMEP credits)

Prerequisites: None

Communication Research is an undergraduate level course designed to introduce the key research areas and gaps in communication studies; major theories of communication research, and basic research methods. The course aims to prepare students to understand the research process, to interpret research reports, and to conduct their own basic research projects.

JMC4702 Government and Media Relations (3 KIMEP credits)

Prerequisites: None

This explores the role of media and government relations specialists in organizations and communities. The goal is to help prepare students for work in these areas.

JMC4703 Crisis Communication (3 KIMEP Credits)

Prerequisites: None

Students will learn how PR can prevent an organizational crisis and how to handle it when it occurs. This course is designed to prepare future public relations practitioners for handling crisis situations within their companies. It familiarizes PR students with crisis dynamics and major techniques of coping with crisis. The course cultivates in future PR practitioners an ability to see signs of potential crises and prevent them at their initial "warning

JMC4704 Brand/Image Management (3 KIMEP Credits)

Prerequisites: None

Image and Brand Management course discusses essential components of building a strong brand and impeccable image. The course helps students to learn how to create, maintain, and possibly regain an appropriate image of

themselves in the eyes of stakeholders. Students will study theories and concepts that are crucial to organization's well-being, including credibility, identity, image, and reputation. The objective of this course is to master the foundational principles of image and brand management and apply this knowledge to enhance personal or organizational image.

JMC4705 Introduction to Documentary (3 KIMEP Credits)

Prerequisites: None

This elective course is designed for undergraduate students. During the first three weeks the course will revise the basics of visual writing, different types/angles of shots, specifics of vocal delivery. The course work involves developing story ideas, on-tape interviewing, reporting, writing, video editing and on-air delivery of the script of the documentary. The final outcome of the coursework will be a production of an individual documentary piece. This course is an excellent opportunity to produce original work for student's future portfolio.

JMC4706 Creative Workshop (3 KIMEP credits)

Prerequisites: None

The Creative Workshop is a course designed for students to develop creative projects in communication. The focus of the course will vary depending on student and faculty requirements.

JMC4707 Broadcast Production and Editing (3 KIMEP Credits)

Prerequisites: None

Broadcast Production and Editing is an elective course designed for undergraduate students of journalism and mass communication. The course aims to introduce basic and advanced audio and video editing skills, vocal delivery techniques, audio and video package production. The course will showcase the best sound, image and editing experiments from the field. For students this course will offer an opportunity to apply their creativity and original interpretations in producing and editing for broadcast media.

JMC4708 Broadcast Public Speaking (3 KIMEP Credits)

Prerequisites: None

This course will help students improve their public speaking skills. The course will teach students how to perfect pronunciation, vocal delivery, pitch, intonation and fluctuation of the voice. It will also cover rhetoric and stylistic rules of writing to the ear. The theory will also prepare students to be effective public speakers on air in various genres.

JMC4713 Persuasive Visual Communications (3 KIMEP credits)

This course examines the role of symbols in communication. Considers how symbols serve to convey meaning and how they affect the communication process.

5.6.4 Program ILO Matrix

The matrix in Table 4 indicates the program ILOs targeted by each of the program-required courses.

Table 4: Program ILO Matrix BJ

Intended Learning Outcomes*	ILO 1 Explain role in society	ILO 2 Apply principles	ILO 3 Follow ethical actions	ILO 4 Legal issues and procedures	ILO 5 New information tech	ILO 6 Advance practices	ILO 7 Develop analytical skills	ILO 8 Master practical skills	ILO 9 Adopt communication skills	ILO 10 Understand research	ILO 11 Demonstrate multimedia skills	ILO 12 Participate as an intern
JMC 2604 Computer Design and Editing		X			X	X		X			X	
JMC 2605 Media and Society	X						X					
JMC 2607 Ethical and Legal issues in Mass Communication	X	X		X			X					
JMC 2608 Introduction to PR		X	X					X	X		X	
JMC 2611 Introduction to Journalism	X	X	X						X			
JMC 2612 New Information Technologies	X			X		X		X			X	

Intended Learning Outcomes*	ILO 1 Explain role in society	ILO 2 Apply principles	ILO 3 Follow ethical actions	ILO 4 Legal issues and procedures	ILO 5 New information tech	ILO 6 Advance practices	ILO 7 Develop analytical skills	ILO 8 Master practical skills	ILO 9 Adopt communication skills	ILO 10 Understand research	ILO 11 Demonstrate multimedia skills	ILO 12 Participate as an intern
JMC 2703 Photojournalism		X						X			X	
JMC 2704 Persuasive Communication	X	X	X			X	X		X	X		
JMC 3201 Media Writing		X				X		X	X		X	
JMC 3211 Editing		X			X			X	X		X	
JMC 3603 Business News	X	X	X				X	X				
JMC 3605 Political Communication	X	X	X	X			X		X	X		
JMC 3608 Journalism of KZ and CIS	X	X	X	X								
JMC 3609 Principles of Media Management		X					X	X				

Intended Learning Outcomes*	ILO 1 Explain role in society	ILO 2 Apply principles	ILO 3 Follow ethical actions	ILO 4 Legal issues and procedures	ILO 5 New information tech	ILO 6 Advance practices	ILO 7 Develop analytical skills	ILO 8 Master practical skills	ILO 9 Adopt communication skills	ILO 10 Understand research	ILO 11 Demonstrate multimedia skills	ILO 12 Participate as an intern
JMC 3610 News and Economics	X		X				X	X		X		
JMC 3611/3612 Internship								X	X			X
JMC 3615 Writing for Russian/Kazakh Language Media	X	X	X			X		X	X		X	
JMC 3621 International Relations and Journalism	X	X	X	X			X			X		
JMC 3622 Print Journalism		X	X			X		X	X			
JMC 3623 Broadcast Journalism		X	X		X			X	X		X	
JMC 3701 Communication Research		X				X	X			X		
JMC 4201 Advanced Media Writing	X	X	X			X		X	X		X	

Intended Learning Outcomes*	ILO 1 Explain role in society	ILO 2 Apply principles	ILO 3 Follow ethical actions	ILO 4 Legal issues and procedures	ILO 5 New information tech	ILO 6 Advance practices	ILO 7 Develop analytical skills	ILO 8 Master practical skills	ILO 9 Adopt communication skills	ILO 10 Understand research	ILO 11 Demonstrate multimedia skills	ILO 12 Participate as an intern
JMC 4209 PR Management and Strategies		X	X	X		X		X	X			
JMC 4601 Advertising and Media Sales		X		X		X	X					
JMC 4611 Professional Project		X				X	X	X				
JMC4612 Online Journalism 1 (Digital Information Production)		X			X			X	X		X	
JMC 4613 Online Journalism 2 (Online Publication Management)					X			X			X	
JMC 4614 Media Analysis	X	X	X			X	X		X	X	X	
JMC 4615 Online Multimedia Technologies		X			X	X		X			X	

Intended Learning Outcomes*	ILO 1 Explain role in society	ILO 2 Apply principles	ILO 3 Follow ethical actions	ILO 4 Legal issues and procedures	ILO 5 New information tech	ILO 6 Advance practices	ILO 7 Develop analytical skills	ILO 8 Master practical skills	ILO 9 Adopt communication skills	ILO 10 Understand research	ILO 11 Demonstrate multimedia skills	ILO 12 Participate as an intern
JMC 4690 Special Topics in Journalism and Mass Communication		X					X		X		X	
JMC 4702 Government Media Relations	X	X	X	X			X		X			
JMC 4703 Crisis Communication	X	X	X			X		X	X			
JMC 4704 Image and Brand Management		X	X	X		X	X			X		
JMC 4707 Broadcast Production and Editing					X	X		X	X			
JMC 4070 Thesis Defense		X				X	X	X	X	X		
JMC 4080 State Exam												

4.6.5 Indicative Study Program

There is no definitive semester-by-semester program of study for this degree. Course selection and sequencing is determined by student preferences according to prerequisite requirements.

4.6.6 Student Assessment

KIMEP uses a letter grading system, further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range.

The following letter grades apply to courses at the Masters level:

Grade	Masters	Percentage	Points
A+	Highest grade	90–100	4.33
A	Excellent	85–89	4.00
A–	Very good	80–84	3.67
B+	Good	77–79	3.33
B	Satisfactory	73–76	3.00
B–	Passing	70–72	2.67
C+	Satisfactory*	67–69	2.33
C	Satisfactory*	63–66	2.00
C–	Satisfactory*	60–62	1.67

Note: * Grade C for Masters students can be considered as either passing or failing, depending on the specific program. In the Social Sciences, students are permitted one C grade pass for an elective course.

Based on the grades assigned, a Grade Point Average (GPA) is calculated.

The GPA in a credit-hour based system is the Credit-Hour Value (that is, the sum of the product of numerical value assigned to the grade classification achieved — F to A+) — for each course completed multiplied by the number of credit-hours assigned to each course completed) divided by the total number of credit-hours completed). This permits the calculation of a semester-based GPA — based only on grades from courses taken in a particular semester; and a cumulative GPA — based on grades from all courses taken. If a course is taken more than once, only the grade received in the most recent retake is counted in the calculation of the GPA.

Both continuous and final assessment methods are used to assess academic performance in undergraduate journalism and mass communication courses. The assessment of each course usually involves one or more of the following modes of assessment:

- **Portfolios** – designed to ensure that students can showcase the practical application of the theoretical knowledge they have acquired in writing, photography, production, editing, management and technology skill-based courses.

- **Print and Online News Publications/Radio and Television broadcasts/ Radio Wraps and Television Packages** – designed to ensure that students can showcase the practical application of the theoretical knowledge they have acquired; to reinforce some practical skills they have learned.
- **Essays** — designed to ensure that student can demonstrate a high-level ability to critically evaluate arguments, assumptions, abstract concepts and data, and to make judgments that show an understanding of key aspects related to the subject matter covered.
- **Project Reports** — designed to ensure that students demonstrate a high-level ability to apply the knowledge they have acquired and the analytical methods and techniques they have learned to review, consolidate and extend their knowledge and understanding of professional practice.
- **Tests and Examinations** — designed to ensure that students can evidence their retention of the knowledge of the key definitions, concepts, facts and institutions related to the subject matter covered.
- **Oral Presentations** — designed to ensure that candidates can demonstrate a high-level ability to communicate to their peers information, ideas, problems and solutions in a way that reflects their capacity to exercise initiative and take personal responsibility.
- **Thesis Proposal** — designed to ensure that students can demonstrate a high-level ability to design and defend a proposal for an undergraduate level research thesis on international journalism, media management, public relations and advertising, media production, or mass communication theme.
- **Thesis**—designed to ensure that students can demonstrate, to the satisfaction of a Thesis Assessment Panel, a level of academic competence appropriate for a bachelor’s degree in the fields international journalism, media management, public relations and advertising, media production, or mass communication theme.

NOTE: Each course syllabus specifies the precise form and load of each assessment item for each course. This may change on a semester basis according to Instructor responsible for the course. This information is provided to all enrolled students. The indicative assessment system for each course has been provided in the response to Condition 1. (See Appendix 4: BJ indicative syllabi).

4.6.6.1 Assessment Criteria

The following set of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each course intended learning outcomes.

Undergraduate Programs

Grading Criteria for Written Assessment

A Grade

1. A convincing and direct answer to the question(s) or discussion of the issue(s) that is persuasively structured, tightly argued, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context.
2. Evidence of extensive reading of the relevant literature. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.
3. Sophisticated and critical deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns. Evidence of intellectual maturity and freshness of argument.

B Grade

1. A plausible and convincing answer to the question(s) or discussion of the issue(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance, and acknowledges the context by which the topic is framed.
2. Comprehensive coverage and accurate discussion of relevant theoretical and substantive material. Where relevant, competent manipulation of qualitative and/or quantitative data.
3. Competent deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns.

C Grade

1. A mainly satisfactory answer to the question(s) or discussion of the issue(s) that is, within its own terms, adequately structured and argued but that neglects links between the topic and its broader context.
2. Limited coverage of relevant material with less than fully adequate discussion of arguments and data.
3. Some evidence that concepts, theoretical perspectives and methodological concerns are understood and/or analyzed.

4. An effective balance between description and analysis may place a piece towards the upper end of this range; an over-reliance upon description will place it towards the lower end.

D Grade

1. A barely satisfactory answer to the question(s) or discussion of the issue(s) that is, within its own terms, poorly structured and argued and ignores entirely the links between the topic and its broader context.
5. Very limited coverage of relevant material with barely adequate discussion of arguments and data.
6. Limited evidence that concepts, theoretical perspectives, and methodological concerns are understood and/or analyzed.
7. An effective balance between description and analysis may place a piece towards the upper end of this range; an over-reliance upon description will place it towards the lower end.

Fail Grade

1. A clearly unsatisfactory answer to the question(s) or discussion of the issue(s) that lacks structure or argument and is completely descriptive.
2. Inadequate coverage of relevant material, with inaccuracies and/or confusion in arguments and/or data interpretation.
3. Clear evidence that concepts, theoretical perspectives, and methodological concerns are misunderstood and/or used inappropriately.

Grading Criteria for Oral Presentations

A Grade

1. A clear identification of aims and objectives that are at a level appropriate to the degree stage, and directly related to the aims and objectives of both the presentation topic and the broader course.
2. A convincing and direct answer to the question(s) or discussion of the issues(s) that is persuasively structured, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context.
3. Evidence of extensive reading of as much relevant literature as could be expected. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.
4. Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.

5. The presentation recognizes, utilizes and develops the prior knowledge, experience, and capabilities of the student group.
6. Evidence of both conceptual and presentational creativity, as well as flexible response to questions and discussions.

B Grade

1. An identification of aims and objectives that are at a level appropriate to the degree stage, and related to the aims and objectives of both the presentation topic and the broader course.
2. A plausible and convincing answer to the question(s) or discussion of the issues(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance and acknowledges the context by which the topic is framed.
3. Good coverage and accurate discussion of relevant theoretical and substantive material. Where relevant, competent manipulation of qualitative and/or quantitative data.
4. Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.
5. The presentation recognizes and utilizes the prior knowledge, experience, and capabilities of the student group.
6. A reasonably confident and flexible response to questions and contributions.

C Grade

1. Evidence of basic aims and objectives that are slightly below the level appropriate to the degree stage, and only loosely related to the aims and objectives of both the presentation topic and the broader course.
2. A mainly satisfactory answer to the question (s) or discussion of the issues(s) that is within its own terms well structured and argued, but that generally neglects links between the topic and its broader context.
3. Limited coverage of relevant material, with less than fully adequate discussion of arguments and data.
4. Information is presented in a reasonably clear and largely accurate way, utilizing a number of modes of presentation, most of which are appropriate to the substantive material.
5. The presentation recognizes the prior knowledge of the student group.
6. An adequate response to questions and contributions.
7. An effective balance between description and analysis may place a piece towards the upper end of this range; an over-reliance upon description will place it towards the lower end.

D Grade

1. Evidence of basic aims and objectives that are clearly below the level appropriate to the degree stage, and only loosely related to the aims and objectives of both the presentation topic and the course.
2. A minimally satisfactory answer to the question (s) or discussion of the issues(s) that is within its own terms well structured and argued, but that generally neglects links between the topic and its broader context.
3. Very limited coverage of relevant material, with a barely adequate discussion of arguments and data.
4. Information is barely presented in a clear and accurate way, utilizing a limited number of modes of presentation.
5. The presentation barely recognizes the prior knowledge of the student group.
6. A barely adequate response to questions and discussion.
7. An effective balance between description and analysis may place a piece towards the upper end of this range; an over-reliance upon description will place it towards the lower end.

Fail Grade

One or more of the following:

1. Failure to understand or address any issues relevant to the question(s);
2. Failure to provide any answer to the question(s);
3. Seriously muddled presentation and structuring of arguments;
4. Failure to show knowledge of relevant material;
5. Unclear and confused presentation of information;
6. Presentation of inaccurate information; and
7. Failure to link presentation to the prior knowledge of the student group.

5. GRADUATE PROGRAM IN INTERNATIONAL JOURNALISM

This is a three-semester program of full-time study that must be completed within five years of commencement. There are two specializations or majors in the program: media management and public relations.

5.1 History

The Graduate Program in International Journalism and Mass Communications leading to a Master of Arts in International Journalism and Mass Communication (MAIJMC) was first offered in August 2002. It received State Attestation in March 2008 and was re-licensed. Soon after becoming a university in 2012, KIMEP was required to re-apply for the license to offer this graduate program of study. It did this in July 2012. The MES responded positively and granted the license on April 2013. Since its inception, has had 12 graduating cohorts.

In December 2013 the MIJMC program was accredited for five years by the American Communication Association (ACA). In September 2013, the program received conditional accreditation from AQAAA, the Austrian Agency for Quality Assurance.⁵

⁵ The last sentence of this paragraph is intended to be temporary and removed once the conditions determined by AQAAA are satisfied.

5.2 Goals

This three-semester (90 ECTS) program is designed to appeal to media scholars or professional employees seeking career development or advanced education, and to recent recipients of undergraduate degrees in communication arts or other fields seeking to advance their competitiveness and research and communication skills. Its central goals are:

1. to provide graduate-level education in the discipline of communications as consistent with the mission statement of KIMEP;
2. to produce competent professionals who demonstrate a thorough knowledge of the theory and practice of print journalism, broadcasting and/or new media, media management, public relations and advertising; and
3. to foster within students an ethos of professionalism and citizenship.

5.3 Objectives

The objectives of the MIJ program are to:

1. provide the knowledge and communication skills necessary for students to succeed as leaders in their chosen area of mass communication, and/or as scholars and researchers in academic or other spheres;
2. develop student understanding and competence in key skills of media management and PR;
3. strengthen critical thinking and analytical skills needed to investigate trends and issues in journalism and mass communication;
4. help students develop as constructive and ethical members of their local, national, regional and international communities.

5.4 Intended Learning Objectives

The learning objectives of this program study are to ensure that students understand:

1. the major concepts and theories of the production, distribution, and impact of mediated messages in a range of contexts and technologies, including traditional and online communication;
2. the nature of mass communication processes and production and their relationship to society, the marketplace and Kazakhstani media systems, and how professional projects can be conceived, designed, planned and implemented; and
3. the characteristics and structures of media organizations, and the impact of their activities and culture on information flow within individuals, groups, and society.

5.5 Program Intended Learning Outcomes

The program is a national and regional leader in developing and implementing transparent and effective academic learning outcomes as a core element of the development strategy of KIMEP University. Therefore, on the successful completion of the program, MIJ graduates will be able to:

- describe the function of mass media in society, and integrate their understanding into their own advanced professional and academic work;
- apply advanced practices in professional communication, such as conducting research, planning, report writing, and analysis;;
- describe and evaluate the elements of ethical and professional practices related to journalism and mass communication;
- manage and explain the changing and formative role of new information technologies in mass communication;
- engage with, and advance, communication practices in CIS and Kazakhstan and in other regions of the world, reflecting the major social, economic, and political aspects and impacts of those practices;
- develop the analytical skills needed to critically evaluate professional communication materials and performances;
- adopt the language, management and technical skills needed to communicate effectively as a leader in their selected field;
- describe, assess and apply the concepts and procedures of commercial and academic research, and master the use of key research methods;
- design and complete a professional or academic thesis, based on an original theorization and resulting in high-quality analysis and/or professional product;
- undertake at least one semester of work in a mass communication role or field.

Program Majors' Intended Learning Outcomes

Major in Journalism and Media Management ILO

On completion of the MIJ with a Major in Journalism and Media Management, students will demonstrate the following learning outcomes at an advanced level:

- conceive, plan and execute relevant, publishable articles or other materials that demonstrate professional values, standards and ethics;
- find information and evaluate, organize and present it efficiently and clearly, with fairness and balance;
- use advanced reporting/writing techniques in print, broadcast and online journalism;
- gather information, using methods relevant to the discipline and the topic;
- investigate civic issues through original research and analysis of official and public materials;
- meet the operational needs of media organizations;

- assume leadership in strategic and operational opportunities and problems;
- design and implement plans that help organizations transform their vision into reality;
- plan and execute activities for public relations, advertising and other communication, media and other organizations;
- design marketing that full utilizes traditional and interactive marketing techniques; and
- use strategic planning and communication to analyze their organization's current conditions and how to reach goals;
- consult for media companies and organizations, and the communication departments of other companies.

Major in Public Relations and Advertising ILO

At the completion of the MIJ with a Major in Public Relations and Advertising, students will demonstrate the following learning outcomes at a high level:

- write a comprehensive public relations plan and effective traditional and electronic press releases and media kits;
- apply reporting/writing techniques in broadcasting and online journalism;
- design and implement effective public relations strategies, and evaluate results, to improve the image of a corporation or business;
- apply a range of effective planning and communications strategies during a crisis;
- formulate targeted marketing plans and develop a company's marketing communications strategy;
- write in a clear, lively, visual, stimulating and concise style;
- plan and manage cost-effective media that reach selected targets through advertising and sales promotion;
- demonstrate a range of copywriting, photographic, video and design techniques and skills for a PR campaign;
- develop a professional integrated marketing communications plan;
- design, compile, and produce a professional-quality marketing plan using traditional and new direct marketing techniques;
- formulate a cost-effective marketing communications budget;
- gather and apply information on consumer behavior to create a marketing plan using traditional and new direct marketing techniques.

5.6 MIJ Curriculum

5.6.1 MIJ Program

MAIJ Program Structure

	KIMEP credits	ECTS
Program Required Courses	30	50
Program Major Courses	18	40
Total Required for Graduation	48	90

Required Courses: 30 KIMEP credits, 50 ECTS

Course code	Title of the course	KIMEP Credits	ECTS
JMC 5708.2	English for Media Communication II	2	3
JMC 5013.1	Communication Management	1	2
JMC5014.2	Psychology in Communication	2	3
JMC 5000	Critical Thinking and Writing	3	5
JMC 5690	Special Topic in Mass Communication	3	5
JMC 5666	Introduction to Kazakhstani Media Market	3	5
JMC 5621.01	Internship 1	3	5
JMC 5621.02	Internship 2	3	5
JMC 5661	Thesis I	3	5
JMC 5662	Thesis II	3	5
JMC 5663	Thesis III	3	5
JMC 5080	Comprehensive Exam	1	2
TOTAL		30	50

Program Major Courses: 18 KIMEP credits, 40 ECTS

The Graduate Program in International Journalism offers two majors:

Journalism and Media Management Major and *Public Relations and Advertising Major*.

Journalism and Media Management Major: 18 KIMEP credits, 40 ECTS

Major Required Course: 3 KIMEP credits, 5 ECTS

All students will complete:		KIMEP credits	ECTS
JMC5612	Advanced Media Writing	3	5

Major Core Courses: 6 KIMEP credits, 20 ECTS

Students must choose any 2 (two) from :	KIMEP credits	ECTS

JMC 5656	Broadcast Journalism Practicum	3	10
JMC 5657	Online Journalism	3	10
JMC 5610	Advanced News Editing	3	10
JMC 5611	Principles of Media Management	3	10
JMC 5623	Writing for Russian (Kazakh) Language Media	3	10
JMC 5624	Broadcasting in Russian	3	10
TOTAL		6	20

Major Electives: 9 KIMEP credits, 15 ECTS

Students must choose any 3 (two) from:		KIMEP credits	ECTS
JMC 5619	Advertising and Media Sales	3	5
JMC 5655	Crisis Communication	3	5
MKT 5201	Marketing Management	3	5
MGT 5201	Organizational Behavior	3	5
MGT 5203	Strategic Planning	3	5
JMC 5704	Persuasive Communication	3	5
JMC 5630	Political Communication	3	5
JMC 5622	Advertising Writing, Layout and Strategies	3	5
JMC 5714	Media Analysis	3	5
JMC 5702	Government Media Relations	3	5
JMC 5606	Research Methods in Mass Communication	3	5
TOTAL		9	15

Public Relations and Advertising Major: 18 KIMEP credits, 40 ECTS

Major Required Course: 3 KIMEP credits, 5 ECTS

All students will complete:		KIMEP credits	ECTS
JMC5612	Advanced Media Writing	3	5

Major Core Courses: 6 KIMEP credits, 20 ECTS

Students must choose any 2 (two) from :		KIMEP credits	ECTS
JMC 5653	PR Management and Strategies	3	10
JMC 5627	Public Relations Campaigns	3	10
JMC 5622	Advertising Writing, Layout and Strategies	3	10
JMC 5623	Writing for Russian (Kazakh) Language Media	3	10
JMC 5624	Broadcasting in Russian	3	10
TOTAL		9	20

Major Electives: 9 KIMEP credits, 15 ECTS

Students must choose any 3 (three) from:		KIMEP credits	ECTS
JMC 5705	Image and Brand Management	3	5
JMC 5656	Broadcast Journalism Practicum	3	5
JMC 5619	Advertising and Media Sales	3	5
JMC 5655	Crisis Communication	3	5
MKT 5204	Integrated Marketing Communications	3	5
MKT 5203	Consumer Behavior and Marketing Strategy	3	5
JMC 5704	Persuasive Communication	3	5
JMC 5714	Media Analysis	3	5
JMC 5702	Government Media Relations	3	5
JMC 5606	Research Methods in Mass Communication	3	5
TOTAL		9	15

5.6.2 Internships

Student internships, which are a mandatory component of the program curriculum, are an important part of the learning process. They can take two forms:

- professional (for students contemplating a career in journalism, media management, public relations or advertising);
- organizational (for students contemplating employment in the public, non-profit, and business sectors).

To support its internship program, the College has:

- an Internship Coordinator, who is responsible for finding suitable Professional Internship opportunities and placing students in such internships;
- a dedicated Senior Lecturer in Governmental Internships, a former Minister of Labor, who is responsible for designing, delivering, and assessing Introductory Internships to the Kazakhstan Parliament and the Ministry of Economic Development and Trade; and
- a BJ core faculty, appointed on a semester basis, to oversee and assess student internships.

The DMC Internship Program aims to provide students with an opportunity to work in real-world organizations (media outlets, PR and marketing and advertising companies, production and film studios, corporate media, government agencies, embassies, etc.) and acquire marketable skills in the areas of their specialization.

Internships are available in the fall, spring, and summer semesters in the following areas:

- communication,
- broadcasting,
- public relations,
- marketing,
- advertising,
- multimedia journalism,
- SMM
- media management, and
- event management.

The professional internship program is designed to:

- Immerse the students into the reality of Kazakhstani and international multimedia and communication field.
- Get introduced to the work of mass communication professionals; learn more about career choices;
- Give students hands-on reporting and writing experience in a professional newsroom; experience in planning and implementing strategic campaigns;
- Help students build a portfolio that will strengthen their applications for post-graduate jobs; employers will require previous experience and gauge a candidate's ability through their work samples;
- Develop a network of professional contacts that will help students launch a career in mass communications, public relations, marketing, and advertising.
- Improve their understanding of how market-based analysis can help them better understand economic and social problems;
- Enhance interns' awareness of the real-life situation in the chosen field;
- Help identify necessary skills and knowledge in order to focus in their academic program;
- Help develop interns' analytical, communication, team-working, decision-making and other professional skills;

The DMC internship program prepares students for such jobs as:

- Multimedia journalists
- Media producers
- PR managers
- Magazine editors
- Marketing specialists
- Communication consultants
- Corporate communications specialists

- Account managers
- Media planners
- News anchors
- Copywriters
- Social media coordinators
- Event managers, among many others.

Students have the opportunity to undertake an internship abroad or study abroad as part of their MIJ program. This can be arranged with one of KIMEP's partner universities by the International Relations Office.

5.6.3 Description of Courses

JMC5013.1 Communications Management (1 credit)

Communications Management introduces students to principles of engaging in public relations in a complex communication environment. The course covers internal and external communications practices, digital communication management, building strong relationships with publics, etc.

JMC5014.2 Psychology in Communications (2 credits)

Psychology in Communications is a graduate course exploring theories and practical applications of psychology in mass and interpersonal communication. Students will develop an understanding of research in this area and be able to apply it to mediated and direct forms of communication.

JMC5621 Internship 1 (3 credits)

Prerequisites: None

Students complete internships at print, broadcast outlets or public relations firms. The course is designed to provide hands-on knowledge of the field and the opportunity to network. Course may be retaken for credit with departmental permission.

JMC5661 Thesis I and Specialized Writing (3 credits)

Prerequisites: None

This course prepares students to conceive and design research into Mass Communication. MAIJ students can choose either a professional or academic thesis, depending on their goals and interests. For example, a Professional Thesis includes a section of academic analysis and a project, such as PR Campaign design or video. After introducing research approaches and major theories in the field, this course shows how to conduct a literature review, introduces principles of quantitative and qualitative research design, provides examples, and explains a range of methodological options. By the end of the semester, students need to select a Thesis Supervisor and submit a completed research proposal.

JMC5662 Thesis II: Research Proposal and Literature Review (3 credits)

Prerequisites: None

This course helps students fully develop the research/ project design from Thesis I. Led by an experienced instructor, each student individually begins to produce their study, for example writing interview questions, designing an analytical matrix, and preparing a professional production (if any). Students learn how to acquire necessary skills of methods and data collection, understand procedures of planning and organizing their time and materials. The instructor complements the guidance of each student's Supervisor. By the end of the semester, students typically finish the introduction, complete the theoretical framework and the methodology (completing the literature review) and gather a substantial amount of data. As the culmination of this semester, students must complete a Thesis Proposal Defense. (For details, please see the CSS Guidelines for Master's Thesis.)

JMC5663 Thesis 3 (Comprehensive Examination and Thesis Defense) (3 credits)

Prerequisites: None

During this course, the student works solely with their Supervisor to complete data collection, writing, and any professional component of the Thesis. The main goal of this semester is completing the analysis, polishing the writing, ensuring correct format, and preparing for the Comprehensive Examination and Defense—the final step, during which each student explains to the Thesis Committee their work, its background, conclusions, significance, etc.

JMC5666 Introduction to Kazakhstani Media Market (3 credits)

Prerequisites: None

Surveys Kazakhstani media systems; examines how the Kazakhstani media industry is structured and how it differs from the US and European media markets, and compares it with media industries of the other CIS countries; analyzes political, economic, social, technological, and cultural issues affecting media industries in Kazakhstan.

JMC5606 Research Methods in Mass Communication (3 credits)

Prerequisites: None

This course introduces students to quantitative and qualitative methodologies they will use to conduct research for their theses/professional projects. The course will examine such quantitative methods as surveys, content analysis and experiments. Qualitative methods introduced in the class include participant observations, in-depth interviews, focus groups and textual analysis.

JMC5610 Advanced News Editing (3 credits)

Prerequisites: None

This course builds on the basics of editing that students learned in Beginning Editing. It gives them skills dealing with finer detail and more subtle nuances in

editing, while also offering them additional practice in the basics. This is a hands-on course, with students working on editing every class period.

JMC5611 Principles of Media Management (3 credits)

Prerequisites: None

This course is designed to provide students with theoretical knowledge of public relations and hands-on, practical experience. It reviews PR-related communication theories. It covers the importance of PR-related research in developing PR plans, including appropriate strategies and tactics. It helps students develop skills in producing PR products and employing those tactics, including skills in the use of online media. And it discusses public relations professional ethics.

JMC5612 Advanced Media Writing (3 credits)

Prerequisites: None

Professional news writing techniques for newspapers and magazines, such as hard news reporting, feature articles, investigative reporting, and government reporting. Students are expected to report on events in the community, business, etc.

JMC5619 Advertising and Media Sales (3 credits)

Prerequisites: None

This 3-credit course is designed to give a broad understanding of promotional mix in the framework of integrated marketing communication (IMC). Major focus is given to advertising as a rational and creative marketing medium – but not the only one.

JMC5622 Advertising Writing, Layout and Strategies (3 credits)

Prerequisites: None

Advertising is the financial backbone of the mass communications industry. Media executives must be able to implement successful sales, presentation and production strategies. And those involved within the advertising department must understand and be able to employ successful copy writing, layout, and graphic or multimedia production. The *Advertising Writing, Layout and Strategies* course is designed to provide that foundation of knowledge and skills to be successful on the business side of the mass communications industry.

JMC5623 Writing for Russian Language Media (3 credits)

Prerequisites: None

This course takes a skills oriented approach to train students in the basics of reporting and news writing in Russian language according to western professional standards. The main objective is to help develop a clear, concise writing style and a passion for thorough, accurate reporting. Students will report on local issues in Russian. The course also includes analysis of local media.

JMC5624 Broadcasting in Russian (3 credits)

Prerequisites: None

Broadcasting in Russian is ideally taken after Broadcast Journalism (1) to continue building basic video technical skills and broadcast journalism skills initiated in the previous course, and (2) to better prepare students for potential employment especially within the dominant Russian-speaking broadcast/video industry. Students will continue developing on-camera and behind-camera skills, including news/script writing, video editing, and directing skills. They will employ their video/broadcast skills in real and/or realistic settings, producing news and informational programming.

JMC5627 Public Relations Campaigns (3 credits)

Prerequisites: None

The course covers how to identify, create, implement and evaluate public relations strategies using research-based goals. This course will maximize practical activities based on key principles of the field, and bridge international and regional characteristics of a campaign. This course will extend previous classes in PR and prepare you for final work on the topic and for work after you graduate. It will also increase skills of persuasive, clear and expressive writing for almost any kind of work.

JMC5690 Special Topic in Mass Communication (3 credits)

Prerequisites: None

This course will be offered whenever the department chair decides that a worthwhile topic in international journalism has been proposed by a faculty member. The course will generally be taught in a seminar format; it will focus on important issues that are not formal portions of the department's curriculum.

JMC5630 Political Communication (3 credits)

Prerequisites: None

This interactive course will introduce and explain the principles and practices of communication in a variety of political contexts, such as election advertisements, constituent newsletters, and speeches. Since students could use such communication in many contexts, it will focus as much as possible on Kazakhstan but will be based on international concepts and activities. We will cover, but also challenge, basic ideas about the many sub-topics.

The course will be conducted more like a seminar, so you will be expected to arrive ready to contribute to the discussion, especially on issues related to your professional interests and other courses.

JMC5653 PR Management and Strategies (3 credits)

Prerequisites: None

This course is designed to provide students with advanced theoretical knowledge of public relations and advanced hands-on, practical experience. It surveys PR process and PR-related communication theories. It also introduces students to advanced PR strategies and tactics, and it discusses public relations

professional ethics. The course offers students an opportunity to practice some of the strategies and tactics that public relations practitioners have actually used in their campaigns.

JMC5655 Crisis Communication (3 credits)

Prerequisites: None

Students will learn how PR can prevent an organizational crisis and how to handle it when it occurs. This course is designed to prepare future public relations practitioners for handling crisis situations within their companies. It familiarizes PR students with crisis dynamics and major techniques of coping with crisis. The course cultivates in future PR practitioners an ability to see signs of potential crises and prevent them at their initial “warning” stages.

JMC5656 Broadcast Journalism Practicum (3 credits)

Prerequisites: None

This course serves as an introduction to radio and television journalism. It examines gathering, evaluating, writing, and performing broadcast news copy. The emphasis for the course is placed on the writing of broadcast news. The course teaches students to write simple news stories that are accurate, clear, interesting and concise.

JMC5657 Online Journalism (3 credits)

Prerequisites: None

This is an advanced practicum course in journalism production. The project goal will be to plan, set up, launch and run a news oriented website. In the process of carrying out these tasks, project participants will learn practical skills in media management and journalism production and will also develop understanding of how new information technologies are affecting the practice of journalism. Although the project focus is online journalism, the skills and knowledge students will develop are relevant to public relations and to media management as well.

JMC5702 Government and Media Relations (3 credits)

Prerequisites: None

This course explores the role of media and government relations specialists in organizations and communities. The goal is to provide an advanced preparation for students who would like to work in these areas.

JMC5704 Persuasive Communication (3 credits)

Prerequisites: None

This course covers key principles, practices, and contexts of persuasion in the current era of changing mass communication patterns. We will cover several important concepts of persuasion, but will mostly focus on practical ways to deal with persuasion....both your own and that of other people. It will introduce main

skills of persuasion for professional and personal development, and develop your ability to prepare and create a variety of persuasive messages. Most of the class will involve using and practicing, as well as critiquing, major and advanced persuasion techniques. Theories of persuasion, as well as essential methods to investigate it, will be featured. The course will also systematically consider the ethical aspects of using persuasion, with individuals, groups and societies.

JMC5705 Image and Brand Management (3 credits)

Prerequisites: None

Image and Brand Management course discusses essential components of building a strong brand and impeccable image. The course helps students to learn how to create, maintain, and possibly regain an appropriate image of themselves in the eyes of stakeholders. Students will study theories and concepts that are crucial to organization's well-being, including credibility, identity, image, and reputation. The objective of this course is to master the foundational principles of image and brand management and apply this knowledge to enhance personal or organizational image.

JMC5708.2 English for Media Communication II (2 credits)

Prerequisites: None

This course will develop students' skills for journalistic and academic writing. Topics to be covered include: Proper citations (using both the conventions of journalism and of APA academic style); identifying and avoiding plagiarism; proper use and presentation of quotations; and clear writing styles for journalism and academic writing. Students will be introduced to good examples of academic and journalistic writing, and will produce their own examples using each style.

JMC5714 Media Analysis (3 Credits)

Prerequisites: None

This course demonstrates how and why to analyze a wide range of media materials. Students will use a variety of advanced media analysis techniques to investigate in depth the production of media messages.

5.6.4 Program ILO Matrix

The matrix in Table 5 indicates the program ILOs targeted by each of the program-required courses.

Table 5: Program ILO Matrix MIJ

Intended Learning Outcomes*	ILO 1 Produce professional materials	ILO 2 explain role in society	ILO 3 evaluate communication practices	ILO 4 conceptualize practices	ILO 5 explain legal issues	ILO 6 investigate new technologies	ILO 7 improve research quality	ILO 8 develop analytical skills	ILO 9 conduct research	ILO 10 complete an internship	ILO 11 Use advanced reporting techniques	ILO 12 gather information	ILO 13 support organizations	ILO 14 analyze communication situation
JMC5608 Introduction to Public Relations		X		X			X	X				X		X
JMC 5610 Advanced News Editing	X		X								X	X		X
JMC 5611 Principles of Media Management			X		X			X					X	X
JMC 5612 Advanced News Writing	X		X			X			X		X	X		
JMC 5619 Advertising and Media Sales	X	X	X					X				X	X	
JMC5621 Internship	X									X			X	
JMC5622 Advertising Writing, Layout and Strategies	X		X	X		X		X				X		X

Intended Learning Outcomes*	ILO 1 Produce professional materials	ILO 2 explain the role in society	ILO 3 evaluate communication practices	ILO 4 conceptualize practices	ILO 5 explain legal issues	ILO 6 investigate new technologies	ILO 7 improve research quality	ILO 8 develop analytical skills	ILO 9 conduct research	ILO 10 complete an internship	ILO 11 Use advanced reporting techniques	ILO 12 gather information	ILO 13 support organizations	ILO 14 analyze communication situation
JMC5623 Writing for Russian Language Media	X	X						X			X	X		
JMC 5624 Broadcasting in Russian	X		X			X					X	X		
JMC 5627 Public Relations Campaigns	X	X	X	X			X	X					X	
JMC 5628/29 Special Topic in Mass Communication														
JMC 5657 Online Journalism	X	X		X		X					X	X		
JMC 5666 Introduction to Kazakhstan		X		X				X				X		X

Intended Learning Outcomes*	ILO 1 Produce professional materials	ILO 2 explain the role in society	ILO 3 evaluate communication practices	ILO 4 conceptualize practices	ILO 5 explain legal issues	ILO 6 investigate new technologies	ILO 7 improve research quality	ILO 8 develop analytical skills	ILO 9 conduct research	ILO 10 complete an internship	ILO 11 Use advanced reporting techniques	ILO 12 gather information	ILO 13 support organizations	ILO 14 analyze communication situation
JMC 5661. Thesis I			X	X			X	X	X			X		X
JMC 5662. Thesis II		X	X	X			X	X	X			X		
JMC 5663. Thesis III		X	X	X			X	X	X			X		

5.6.5 Indicative Study Program

There is no definitive semester-by-semester program of study for this degree. Course selection and sequencing is determined by student preferences according to prerequisite requirements.

5.6.6 Student Assessment

KIMEP uses a letter grading system, further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range.

The following letter grades apply to courses at the Masters level:

Grade	Masters	Percentage	Points
A+	Highest grade	90–100	4.33
A	Excellent	85–89	4.00
A–	Very good	80–84	3.67
B+	Good	77–79	3.33
B	Satisfactory	73–76	3.00
B–	Passing	70–72	2.67
C+	Satisfactory*	67–69	2.33
C	Satisfactory*	63–66	2.00
C–	Satisfactory*	60–62	1.67

Note: * Grade C for Masters students can be considered as either passing or failing, depending on the specific program. In the Social Sciences, students are permitted one C grade pass for an elective course.

Based on the grades assigned, a Grade Point Average (GPA) is calculated.

The GPA in a credit-hour based system is the Credit-Hour Value (that is, the sum of the product of numerical value assigned to the grade classification achieved — F to A+) — for each course completed multiplied by the number of credit-hours assigned to each course completed) divided by the total number of credit-hours completed). This permits the calculation of a semester-based GPA — based only on grades from courses taken in a particular semester; and a cumulative GPA — based on grades from all courses taken. If a course is taken more than once, only the grade received in the most recent retake is counted in the calculation of the GPA.

Both continuous and final assessment methods are used to assess academic performance in graduate international journalism and mass communication courses. The assessment of each course usually involves one or more of the following modes of assessment:

- **Portfolios** – designed to ensure that students can showcase the practical application of the theoretical knowledge they have acquired in writing, photography, production, editing, management and technology skill-based courses.

- **Essays** — designed to ensure that student can demonstrate a high-level ability to critically evaluate arguments, assumptions, abstract concepts and data, and to make judgments that show an understanding of key aspects related to the subject matter covered.
- **Project Reports** — designed to ensure that students demonstrate a high-level ability to apply the knowledge they have acquired and the analytical methods and techniques they have learned to review, consolidate and extend their knowledge and understanding of professional practice.
- **Tests and Examinations** — designed to ensure that students can evidence their retention of the knowledge of the key definitions, concepts, facts and institutions related to the subject matter covered.
- **Oral Presentations** — designed to ensure that candidates can demonstrate a high-level ability to communicate to their peers information, ideas, problems and solutions in a way that reflects their capacity to exercise initiative and take personal responsibility.
- **Thesis Proposal** — designed to ensure that students can demonstrate a high-level ability to design and defend a proposal for a master's-level research thesis on international journalism, public relations, media management or any mass communication theme.
- **Thesis**—designed to ensure that students can demonstrate, to the satisfaction of a Thesis Assessment Panel, a level of academic competence appropriate for a master's degree in the fields of international journalism, public relations, media management or mass communication theme.

5.6.6.1 Assessment Criteria

The following set of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each course intended learning outcomes.

Grading Criteria for Written Assessment

A Grade

4. A convincing and direct answer to the question(s) or discussion of the issue(s) that is persuasively structured, tightly argued, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context. At the upper end of this range, the work approaches the standard required of a refereed publication.
5. Evidence of extensive reading of the relevant literature. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.

6. Sophisticated and critical deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns. Evidence of intellectual maturity and freshness of argument.

B Grade

4. A plausible and convincing answer to the question(s) or discussion of the issue(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance, and acknowledges the context by which the topic is framed.
5. Comprehensive coverage and accurate discussion of relevant theoretical and substantive material. Where relevant, competent manipulation of qualitative and/or quantitative data.
6. Competent deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns.

Grading Criteria for Oral Presentations

A Grade

7. A clear identification of aims and objectives that are at a level appropriate to the degree stage, and directly related to the aims and objectives of both the presentation topic and the broader module.
8. A convincing and direct answer to the question(s) or discussion of the issues(s) that is persuasively structured, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context.
9. Evidence of extensive reading of as much relevant literature as could be expected. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.
10. Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.
11. The presentation recognizes, utilizes and develops the prior knowledge, experience, and capabilities of the student group.
12. Evidence of both conceptual and presentational creativity, as well as flexible response to questions and contributions.

B Grade

7. An identification of aims and objectives that are at a level appropriate to the degree stage, and related to the aims and objectives of both the presentation topic and the broader module.
8. A plausible and convincing answer to the question(s) or discussion of the issues(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance and acknowledges the context by which the topic is framed.

9. Good coverage and accurate discussion of relevant theoretical and substantive material. Where relevant, competent manipulation of qualitative and/or quantitative data.
10. Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.
11. The presentation recognizes and utilizes the prior knowledge, experience, and capabilities of the student group.
12. A reasonably confident and flexible response to questions and contributions.

Appendixes

Appendix 1

Study and Examination Regulations

Following are excerpts related to study and examination regulations from the current KIMEP catalog:

ACADEMIC POLICIES

From time to time KIMEP University may change or add new academic policies. New and/or revised policies apply to all students regardless of the year of entry into KIMEP University unless specific exemptions are stated in the policy. Policies stated in this catalog replace policy statements from previous catalogs. The KIMEP University Academic Council may, during the course of the year, revise and alter current academic policy.

CREDIT SYSTEM

KIMEP University uses a modified American credit system as the foundation for the curriculum. Degree requirements are stated in terms of credits earned rather than in terms of courses completed. Each credit represents 50 student learning hours, which may include 10-20 hours of in-class instruction. Typically a semester long course will meet for forty-five class contact hours and is worth three credits. However, some courses are worth more than three credits and some worth less.

To earn a degree from KIMEP University, a student completes a set of credit requirements for a particular program. The requirements usually have a list of courses that must be taken, a list of elective courses, and a minimum number of credits to be earned. Elective courses are not a requirement but are necessary in order to complete the minimum number of credits. A program can have subparts, with required courses and a minimum credit requirement for each subpart.

Another requirement for graduation is a minimum level of scholastic performance, which is measured by the grade point average or GPA. The GPA is the average of the grades, but weighted according to the number of credits for each course in which a grade is received. An example of how to calculate GPA is given in a later section.

Credit Equivalents

Some courses are preparatory courses and are worth zero credits. Completion of any of these courses does not earn credits towards graduation. The courses, however, do have a credit equivalent. A three-credit equivalent means that in terms of class time and learning outcomes, the course is approximately the same as a typical three credit course. Some policies (such as maximum course load) are based on credit equivalents rather than on credits.

GRADING SYSTEM

KIMEP University uses a letter grading system A, B, C, D, F, etc. Letter grades are further differentiated with "+" for the top of the grade range or "-" for the bottom of the grade range.

Based on the grades assigned, a grade point average is calculated and recorded on the student's transcript.

Grades and Grade Points

The following letter grades apply to courses at the undergraduate, graduate, and doctoral levels respectively.

Grade	Undergraduate	Masters	Doctoral	Points	
A+	Highest grade		Highest grade	Highest grade	4.33
A	Excellent		Excellent	Excellent	4.00
A-	Very good		Very good	Good	3.67
B+	Good		Good	Passing	3.33
B	Good		Satisfactory	Failing or Passing**	3.00
B-	Good		Passing	Failing or Passing**	2.67
C+	Satisfactory		Failing or Passing*	Failing	2.33
C	Satisfactory		Failing or Passing*	Failing	2.00
C-	Satisfactory		Failing or Passing*	Failing	1.67
D+	Passing		Failing	Failing	1.33
D	Passing		Failing	Failing	1.00
D-	Lowest Passing		Failing	Failing	0.67
F	Failing		Failing	Failing	0.00

* Grade "C" for Masters students can be considered as either passing or failing, depending on the specific program.

** Grade of "B" and "B-" for DBA students will be considered as passing or failing, depending on whether or not the course is required for the student's major.

Numerical Conversion to Letter Grades

The following table is a suggested equivalency between classroom numerical averages and the “A” – “F” letter grade scale.

Grade	Numerical Scale
A+	90 - 100
A	85 - 89
A–	80 - 84
B+	77 - 79
B	73 - 76
B–	70 - 72
C+	67 - 69
C	63 - 66
C–	60 - 62
D+	57 - 59
D	53 - 56
D–	50 - 52
F	below 50

Administrative Grades

The following KIMEP University wide notations apply to both graduate and undergraduate programs. These notations do not affect the calculation of the grade point average.

Grade	Comments	Points
NA	Not Applicable	N/A
Pass	Pass	N/A
AU	Audit	N/A
IP	In Progress	N/A
I	Incomplete	N/A
W	Withdrawn	N/A
AW	Administrative Withdrawal	N/A

Not Applicable – NA

Credits earned at other institutions transfer to KIMEP University without grades. In such cases the credits are posted to the transcript with the annotation “NA”. Credits with a grade of “Not Applicable” are not included in the calculation of the grade point average.

Grade of Pass – P

In certain cases an undergraduate student may elect to have a course graded on a pass/fail basis rather than receiving a letter grade. Eligibility requirements are discussed below.

1. To receive a grade of “pass” a student must have selected the pass-fail option at the beginning of the semester.
2. After the registration period ends the pass-fail option cannot be changed.
3. An earned grade of C or higher is recorded as “P”; an earned grade of “C–” or less is recorded as “F”.
4. “P” (pass) earns credits which may count towards graduation.
5. “P” (pass) has no grade points and is not included in the calculation of the GPA.
6. “F” earns no credits. (This applies even if the grade would have been “D–”, “D”, “D+”, or “C–” without the pass fail option.)
7. “F” has zero grade points which are included in the calculation of the GPA.

Eligibility for Pass-Fail

1. Full-time 4th year undergraduate students who are not on academic probation are eligible. The option is not available to graduate students.
2. There is a limit of 3 credits per semester.
3. The maximum within a degree is 6 credits.
4. The pass-fail course must be a free elective course and not a requirement.
5. The department offering the course must give written permission for pass-fail.
6. Student must submit signed Pass-Fail form to the Registrar Office till the end of Registration period. Without submitted form Pass-Fail option is not valid.

Grade of Audit – AU

A student who wishes to sit in on a class without receiving a grade may elect to audit a course.

1. Audited courses are recorded on the transcript with the notation “AU”. Audited courses are not included in the calculation of the GPA.
2. The grade of “AU” is automatic. The instructor cannot assign any other grade.
3. Audited courses do not receive credit, cannot be counted towards graduation requirements and cannot be transferred.

Eligibility for Audit

1. Any student may audit any course for which s/he meets the prerequisites.
2. The student must register to audit the course.

3. The student must pay for the course the same as for any other course.

Grade of In Progress – IP

“In Progress” applies to thesis and dissertation courses which are taken in a sequence over one or more semesters. Once the thesis or dissertation has been successfully defended, the “IP” grade is changed to the appropriate grade for the sequence. A thesis receives a letter grade; a dissertation receives a “Pass”.

1. The grade of “IP” does not affect the GPA.
2. If a student does not complete the thesis or dissertation the “IP” grade remains permanent.

Grade of Incomplete

When a student has completed all except the final requirements for a course, but due to uncontrollable factors is unable to complete the final assessment portion, the instructor may assign a temporary grade of Incomplete (“I”).

1. The grade of “I” is assigned 0 (zero) credits.
2. The grade of “I” has no grade points and is not included in the calculation of the GPA.

The following criteria for awarding or refusing an “I” must be adhered to:

1. A grade of “I” may be awarded only for a serious event that occurs in the last few days of a course. Examples include a serious accident to the student, hospitalization, or the death or serious illness of a close relative. Documentary proof has to be produced for the above. Educational reasons, such as participation in an international educational event that coincides with a final examination, may also justify an “I”.
2. The student must have completed all course requirements prior to the uncontrollable event.
3. An “I” may not be awarded for failure to attend class at earlier periods in the semester, as the student will have had sufficient time to make up the time missed.
4. An “I” may not be awarded merely in order to give a student more time to complete a task. This gives him/her an unjustifiable advantage over other students.
5. An “I” may not be used as an excuse for failing to meet the course attendance requirements, which are stated in every syllabus.
6. An “I” may not be awarded as a substitute for a failing or poor grade.
7. A student’s need to seek employment in order to pay for his/her studies does not constitute a justification for an “I”.
8. If an instructor feels that there may be a case for a grade of “I” to be awarded, he/she must first discuss this with the Chair or Dean or Director, who must agree that the “I” is in accordance with both KIMEP University and the college or school policy.

Removal of Incomplete

It is the student’s responsibility to arrange to make up the work that has been missed.

1. It is also the student’s responsibility to contact the instructor and determine what work needs to be completed in order to convert the “I” into a standard grade.
2. The instructor and the student should develop a plan to complete the remaining coursework in a timely fashion.
3. The grade “I” should be changed by the instructor to a letter grade (A, B, C, etc.) immediately after the student completes all course requirements. This should be done as soon as possible but at the absolute latest by the end of the seventh week of the semester following that in which the “I” was assigned. (The summer semester is not considered a full semester.) An electronic “Change Grade Form” shall be used for this purpose. Appropriate documentation must be accompanied with evidentiary support.
4. If a student fails to complete all requirements as assigned by the instructor during the allowed time period after the incomplete grade was received, the “I” will automatically convert to an “F”.
5. If an instructor who has assigned a grade of “I” to a student leaves KIMEP before the time limit, the Dean will assign another faculty member to evaluate the remaining coursework and to convert the incomplete to an appropriate letter grade. The Registrar should receive formal notification of the name of the responsible faculty member and all current assessment records of the student; course syllabus and remedial components shall be transferred from the former to the new instructor. The Registrar will not sign a final clearance form for the departing faculty member without formal notification from the Dean on all of the above.
6. A student may elect to repeat a course rather than remove the incomplete. In such cases the student must register for the course again and pay the regular tuition fees.

Grade of Withdrawal – W (by students)

The grade of W denotes that the graduate or undergraduate student has withdrawn from the course and has not completed the course requirements (Please refer to the academic calendar for the last date to withdraw from a course).

1. The grade of “W” is automatic. The instructor cannot assign any other grade
2. The grade of “W” is assigned 0 (zero) credits and cannot count towards graduation.
3. The grade of “W” has no grade points and is not included in the calculation of the GPA.
4. The grade of “W” does not count in any restrictions or limitations on the number of retakes for a course.
5. A student is not obligated to repeat a course from which s/he has withdrawn. However, if the course is required then the student must complete the requirement in order to graduate.
6. In order to repeat the course a student must register for the course again and pay the regular tuition fees.

Withdrawing from a Course

1. Before the end of the add-drop period a student can use the online registration system to cancel the registration for a course. After the end of the add-drop period, the student must submit to the Registrar’s Office a completed

electronic withdrawal form for each course from which the student is withdrawing. The e-form is available at the Students' Portal

- Both the instructor and student will receive automatic E-MAIL notification on course withdrawal record in the system.
- During fall and spring semesters a student who withdraws early may be entitled to a partial refund of the tuition paid. The cutoff dates and amount of refund are stated in the academic calendar. These rules do not apply to summer semesters. There is no refund after registration period for any summer semesters.
- The withdrawal e-form must be received by the Registrar's Office before the deadline to withdraw. The last date to withdraw is stated in the academic calendar but is approximately the Friday before the last full week of class.

KIMEP University Refund Schedule Based upon a 15-weeks term and is linked to the withdrawal schedule as follows:

Week 2	80% Refund
Week 3	60% Refund
Week 4	40% Refund
Week 5	20% Refund
No Refund Subsequent to that time	

KIMEP University Refund Schedule Based upon a 6-weeks mini term for Foundation English courses only (Not applicable for summer semesters) linked to the withdrawal schedule as follows:

Week 2	50% Refund
Week 3	25% Refund
Week 4	25% Refund
No Refund Subsequent to that time	

Grade of Administrative Withdrawal –AW (by administration)

The grade "AW" is equivalent to the grade of "W" in all respects except that the Dean of Student Affairs initiates the withdrawal.

The non-academic type of administrative withdrawal can be initiated by the Dean of Student Affairs in collaboration with the instructor. Administrative withdrawal applies to emergency situations that do not allow the student to continue his/her studies in a course or at the university. An emergency situation may include medical conditions, family issues that impact the ability to study, excessive financial debt, or other reasons deemed appropriate by the Dean of Student Affairs. This type of withdrawal may be initiated at any time during the semester. The Dean of Student Affairs has the final decision on the appropriateness of an "AW" grade.

GRADE SUBMISSION

Based on the requirement of the Ministry of Education and Science of the Republic of Kazakhstan the course assessment should be divided into 3 parts: 2 assessments/exams which constitute 60% of the total points and the final assessments/exams should not exceed 40%.

Credit courses are to be assessed only (Thesis's, Internship, Dissertation are excluded). Foundation courses are not credit bearing courses, so it is not applicable to them as well.

- Fall and Spring semesters' 1st assessment must be completed by the 5th week of classes, 2nd assessment by the 13th week of classes and final assessment by 16th week (Final Exam period).
- Summer 1 (7,5 weeks duration). Assessments must be completed by the 2nd and 5th weeks and final by the 8th.
- Summer 2 (3 weeks duration) one assessment must be completed by the 1,5th week and final by 3th week.
- Fixed dates should be indicated in the Academic Calendar

Access to final exams is automatically will be given to the students having at least 50% of the points i.e. 30 out of 60 in their first and second assessments (effective from S2014);

Except in cases of audit (AU) or withdrawal (W), KIMEP University has an online Enter Final Grade system that facilitates the electronic submission of the assessments scores to the Registrar's Office.

Instructors must enter 1st and 2nd assessments scores no later than one week following the date of the assessment. No hard copy is required for 1st and 2nd assessments.

Final assessment scores must be entered no later than one week following the date of the final examination, or one week following the last day of classes for the courses with no final examination scheduled.

On-line grading system will automatically calculate all three assessments results and corresponding letter grade will be assigned, based on KIMEP grading scale.

Once the Final assessment scores are entered, the summary table, including all three assessments results and letter grade, will be provided by the system. Instructor should submit signed hard copy of the summary table to the Registrar office.

No faculty member may leave on vacation or permanently unless scores have been entered and a printed copy sent to the Registrar Office. Late submission of the grades formally affects annual evaluation process of the faculty.

Instructors may not post or publish any final grade results.

Instructors are encouraged to provide feedback to students on exam and evaluation results but information on final grades is disseminated exclusively by the Registrar's Office. The Registrar's Office will not release grades to students with outstanding debts.

Change of Grade

Faculty members are responsible for ensuring that assessment scores are accurate and correct at the time of submission. Nonetheless if a miscalculation was made, a faculty member can initiate a change of scores within set deadlines according to the Academic Calendar. An electronic "Change Grade" form shall be used for this purpose. Faculty members are allowed to change scores only if they have erred in compiling the final grade and the original scores that were submitted were incorrect. Appropriate documentation must be submitted for every change of entered scores in the system. The Instructor, Chair/Program director and the Dean must sign the Grade Change form.

GRADE APPEAL

Within appeal period (48 hours after the grades are posted) as per Academic Calendar, the College Academic Integrity Committee will consider student appeals for the scores change and after that will submit to the Registrar the official decisions of this committee with the evidence for proper change of scores no later than two weeks after the grades were posted.

GRADE POINT AVERAGE (GPA)

To calculate the grade point average in a credit based system, the numerical points for each grade are multiplied by the number of credits for the course. The results are summed for all courses included in the calculations. The total is the "Credit-Hour Value" (CHV). The Credit-Hour Value is divided by the total number of credits which yields the grade point average. The following is an example:

History of Civilizations A 3 credits

4.00 (for A) X 3 (credits) = 12.00

Kazakh Language B 2 credits

3.00 (for B) X 2 (credits) = 6.00

Credit-Hour Value = 18.00, Credits = 5

18.00 / 5 = 3.60 grade point average

Two calculations of the GPA are listed on the student's transcript: a semester-based GPA and a cumulative GPA.

The semester-based GPA is calculated and based only on grades from courses taken in a particular semester. The cumulative GPA is based on grades from all courses taken from the beginning of study.

If a course is taken more than once, only the grade received in the most recent retake is counted in the calculation of the GPA. The GPA is calculated only for degree students. The GPA is not calculated for exchange or for non-degree students.

ACADEMIC AWARDS AND HONORS

KIMEP University provides recognition for those students who achieve the highest level of scholastic performance. At the end of each regular semester, the Office of the Registrar compiles a list of the top performing students. All full time students, undergraduate or graduate, with a semester GPA of 4.0 or higher are placed on the "President's List". All full time students, undergraduate or graduate, with a semester GPA of 3.75 or higher are placed on the "Dean's List".

At graduation, KIMEP University recognizes students with outstanding academic performance by conferring a degree with honors. There are three levels of honors: Cum Laude (With Honors), Magna Cum Laude (With High Honors), and Summa Cum Laude (With Highest Honors). Graduating with honors is noted on the student's transcript and is printed on the Diploma. Honors applies to both undergraduate and graduate students.

To graduate Summa Cum Laude a student must have a grade point average of 4.25 or higher.

To graduate Magna Cum Laude a student must have a grade point average of 4.15 or higher.

To graduate Cum Laude a student must have a grade point average of 4.00 or higher.

A student receives the highest level of honors for which s/he is eligible.

STATE DIPLOMA WITH HONORS

According to the section 65 of the Order #152 from April 20, 2011 of Ministry of Education and Science of the Republic of Kazakhstan, a diploma with Honor is issued to a student with the following grades A, A+, A-,B+, B and B- and whose cumulative GPA (for the entire term of study) is not lower than 3.5, who has passed all State Exams and defended Thesis with A+, A or A- grades (excluding the grades of Military Training) provided there were no retakes within entire term of study.

KIMEP University Diploma with Honors is awarded to graduates in accordance with the policy Academic Awards and Honors.

ACADEMIC RECORDS

The Registrar's Office maintains records of student academic performance. Academic records are available on a continuous basis on four forms: mid semester grade reports, graduation checklists, unofficial transcripts, and official transcripts. Grades and credits earned are posted to academic records only when all required documentation submitted to the office of the Registrar from instructors.

Graduation checklist

The graduation checklist is an internal document which tracks a student's progress towards meeting degree graduation requirements. Completed coursework is organized by the degree requirement rather than by semester.

The checklist is used for advising purposes and should not be circulated outside of KIMEP University. A student's checklist is available to the student and his/her adviser online through the registrar's website: www.kimep.kz > Student Portal.

Graduation request

The student, planning to complete graduation requirements in the current semester, must submit a Graduation Request to the Registrar's Office. After that all graduation approval will start taking place. Without written notification through the Graduation request, registrar office cannot initiate graduation preparation for the student. Failure to submit graduation request by the prescribed deadline will postpone student's graduation till next semester. Candidates who apply for a given graduation and fail to qualify will need to reapply for a later graduation.

Unofficial Transcript

The transcript is the record of a student's academic performance.

The transcript contains the following information:

Student name, student ID, student status, degree program, declared major, declared minor, courses taken (with course code, course title, grade and credit hours), credits completed and GPA (grade point average). The transcript is organized by semester. Grade point average and credits earned are indicated for each semester and as a cumulative total. An unofficial transcript is available online through the registrar's website: www.kimep.kz > Student Portal.

Official Transcript

The official transcript is the formal presentation of a student's record to the external community. The official transcript contains the KIMEP University logo and address. It is printed on secure dark red paper with the official seal in the center and with the name of the university repeated in the background in white type over the face of the entire document. The registrar signs an official transcript and certifies the document with the registrar's official seal. When photocopied a hidden security warning appears over the face of the entire document.

In addition to the information mentioned for the unofficial transcript, the official transcript also contains information for the external community such as an explanation of KIMEP's University credit system, course codes and the grading system. A student may request an official copy of the transcript for any purpose at any time upon payment of the transcript fee. Student may request the official transcript online through the registrar's website: www.kimep.kz > Student Portal provided they have no tuition debt.

Registrar Office provides with the official transcript students from partner universities study at KIMEP University on Exchange Program for one or two semesters upon the official request from the International Office with no transcript fee.

Appendix 2

BAJ COURSE BRIEFS

Course Code and Title: JMC2604 Computer Design & Editing	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course is to train students in how to produce graphics and professionally designed layouts for print and online publications and Web sites. Students will also learn key principles of professional design and editing. This course provides students with the technical skills needed to excel in other JMC courses in advanced design, news editing and online communications.

2. Learning Objectives

The objectives of this course are to enable students to:

- To understand the principles and approaches for developing professional-quality printed, PDF and Web-based journalistic and PR documents and resources.
- To develop the technical skills to use graphic/photographic editing, desktop publishing and Web creation applications.
- To enhance communication skills mediated through such technology.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Use a graphic production tool
- Use graphic/photographic editing tool.
- Use a professional-quality publications tool for print or PDF export.
- Use a professional-quality Web site development tool.
- Explain how these tools can be used effectively in journalism and public relations.

4. Indicative Assessment Scheme

- Skills-Based Final Test
- In-class Participation & Demonstrations
- weekly Creative Projects

5. Indicative Content

- Instruction on photo editing and desktop publishing software.
- Review GraphicEdit.ppt in Instruction folder.
- Instruction on software and editing principles.
- Individual tutoring and lab time.
- Editing, design and desktop publishing principles related to news pages.
- Instruction on Web creation software and editing principles.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Videos on <http://YouTube.com>. Do a search on YouTube to find the best ones. Some recommended online resources:

MS PUBLISHER

<http://office.microsoft.com/en-us/publisher/CH011217901033.aspx>

<http://office.microsoft.com/training/training.aspx?AssetID=RP010362691033&CTT=6&Origin=RC010362681033>

http://www.youtube.com/results?search_query=ms+publisher+2003+tutorial&aq=2

GRAPHIC EDITING

http://www.oit.umass.edu/workshops/tutorials/images_publishing/mspicmanage.pdf

<http://www.irfanview.com/>

<http://www.youtube.com/watch?v=6cWuM9fTbVk>

http://www.youtube.com/watch?v=ax9u8_ZOb9U&p=CF8EDBA05F40E202&playnext=1&index=27

<http://www.youtube.com/watch?v=0CdGo-aFr8s>

http://www.youtube.com/watch?v=cTAPPrsytwM&playnext=1&videos=gCQXUrRGLlw&feature=mfu_in_order

http://www.youtube.com/results?search_query=irfanview+tutorial&aq=f

FRONTPAGE/SEAMONKEY (Very similar)

<http://www.youtube.com/watch?v=pTHc5wB-u8w&feature=related>

<http://www.youtube.com/watch?v=Zv2NkL-PZR4&feature=related>

<http://www.youtube.com/watch?v=xVh14HvCTQo>

<http://www.youtube.com/watch?v=SM21iP49C2c>

<http://www.youtube.com/watch?v=9ROVWyexN5g>

<http://www.youtube.com/watch?v=Hhk3lgHF8IQ>

http://www.youtube.com/watch?v=mv0u1a3a_BU

<http://www.youtube.com/watch?v=-axrixb3LU>

Course Title and Code: JMC2607 Ethical and Legal Issues in Press	Course Credits: 10 ECTS
Prerequisite: None	

1. Course Description

This course is intended for JMC undergraduate students. The course provides students with knowledge of the principles and concepts of ethical theory in order to develop an expertise in moral reasoning with regard to ethical problem solving in the media. It also focuses on understanding Media Accountability systems in order to set Quality Control in mass communication. It addresses the issues of lies, manipulation, economic temptation, bias, fairness, power and value systems in the context of rapidly growing multi media platforms including traditional, new media and social media.

The course also provides students with knowledge in international standards of freedom of expression. The important part of the course is study of the legal system of RK related to mass communication. It will introduce students to laws regulating journalism, issues connected with access to information, violations of rights, development of practical skills of conflict resolution.

2. Learning Objectives

The objectives of this course are to enable students to:

- Introduce students to modern theories related to the increasing Mass Media role in the Age of Globalization
- Focus the students learning at the study of Nature, Principles and Values of Media Ethics, Highlighting the triple Nature of the Media: an industry, a public service and a political institution.
- Provide students with a range of techniques that they can use for the ethical analysis through careful study of different International Journalism Codes of Professional Conduct.
- Stimulate the development of students Moral Imagination, Analytical Skills through Case Studies.
- To provide with knowledge in international standards of freedom of speech
- To provide with knowledge in National legislation of Kazakhstan related to mass communication.

3. Intended Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Explain the principles and concepts of ethical theory in order to develop an expertise in moral reasoning with regard to ethical problem solving in the media;
- Identify the nature, principles and values of media ethics;
- Differentiate the moral obligation from personal responsibilities;
- Define the international standards of freedom of speech, access to information.

4. Indicative Assessments:

Quizzes
Presentations
Midterm assessment projects
Final assessment

5. Indicative Content:

- Normative Journalism theories. Four Approaches to Ethics.
- Market, Law and Ethics. Major distinctions of Media ethics.
- Principles and Values of Media Ethics. Journalism and Morality. Freedom and Responsibility.
- Comparison of the Western and post-soviet journalistic codes. Strengthens and Weaknesses of different codes of Ethics.
- Ethical issues of the Violence and Crime Coverage. Violence on TV and new generation.
- Ethics in Advertising.
- Ethics in Public Relations.

- Sources of Media Law: international standards of freedom of expression and restriction of a freedom of speech.
- The law RK on mass media — the basic law regulating professional activity of journalists and mass media.
- Media-government relations in Kazakhstan.
- Access to information.
- Rights and duties of the journalist.
- Types of prosecutions (criminal, civil, administrative) and responsibility of journalists and mass media.
- Defamation. Protection of reputation.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	70 hours
Preparation for projects	70 hours
Preparation for presentations	35 hours
Preparation for final assessment	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources:

Clifford, G. (2011). *Media Ethics: Cases and Moral Reasoning*. London, Boston: Pearson.

Bertrand, C-J.(2000). *Media ethics & accountability systems*. N.J.: Transaction Publishers.

Richter, A. (2010). *Basics of Media Law*. Moscow: Media Law Institute.

(2005). *Journalist at a judicial barrier*. Almaty: International Foundation on Freedom of Speech Adil Soz.

Kaleeva, T. (2005). *Law on Mass Media: How to Understand, How to Apply*. Almaty: Adil Soz.

Krasilnikova, G. (2004). *How to behave in court*. Almaty: Adil co3.

[OSCE, \(2006\)](#). *Legal review on Kazakhstan's Law on Mass Media*. London:OSCE.

OSCE, (2008). *Memorandum on the draft law of Republic of Kazakhstan on Mass Media*, London: OSCE.

OSCE, (2012). *Legal Analysis of the draft Law of RK on Television and Radio Broadcasting, the OSCE Representative on Freedom of the Media Yearbook 13*. Vienna: OSCE.

Course Code and Title: JMC 2611 Introduction to Journalism	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This 3-credits course serves as an introduction to journalism and mass communication and its role in society. The course will focus on the developments and impact of journalism and mass media in the world. It covers the institution, history, economics, and social role of mass media, including traditional and new media. It will explore such topics as journalism and democratic society, globalization and world trends, professional principles and practices of journalism. Students are introduced to key concepts and issues in the field.

2. Learning Objectives

The objectives of this course are to enable students to:

- To develop an informed understanding of international journalism practices and media systems and their place in the world;
- To understand principles, theories, and practices of modern international journalism.
- To understand trends in international journalism, including globalization of news media, the rise of international media moguls, the decline of print media in the developed world;
- To become acquainted with the operation of news networks and information agencies such as BBC, Al-Jazeera, etc.
- To define the role of NGOs, think tanks, media watchdogs in the international journalism.
- To become more aware of international and local news and media situation and communication processes in Kazakhstan and in the world.
- To build some of the communication skills important in the field.
- To learn about new perspectives on the future of the field.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain key professional principles such as objectivity, fairness, accountability, accuracy, etc.
- Explain the basic mass communication and press philosophies and theories;
- Describe the impact of new information technologies on the practice of journalism and mass communication;
- Describe the research methods required to understand existing obstacles and opportunities in international journalism;
- Identify and practice the analytical skills necessary to critically evaluate professional communication.

4. Indicative Assessment Scheme

- Course assignments
- Group Presentations
- Quizzes
- Midterm Assessment
- Class participation
- Final Assessment

5. Indicative Content

Global Media today. Global Press Philosophies.

Media ownership and control.

The origins and Definition of News.

International Media Systems;

Barriers to Media Development.

Freedom of the Press around the world.

International Journalism Ethics.
Global Advertising and Public Relations
War, Propaganda and the Media.
Trends and changes in mass media and mass communication.
The impact of new information technologies on the practice of mass communication.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Arnold, S. (2009). *Global Journalism: Topical Issues and Media Systems*. London: Pearson.

Alison, A. (2009). *Taking Sides: Clashing Views in Mass Media and Society*. New York: McGraw-Hill.

Course Code and Title: JMC 2704 Persuasive Communication	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course covers key principles, practices, and contexts of persuasion in the current era of changing mass communication patterns. We will cover several important concepts of persuasion, but will mostly focus on practical ways to deal with persuasion.... both your own and that of other people. It will introduce main skills of persuasion for professional and personal development, and develop your ability to prepare and create a variety of persuasive messages.

Most of the class will involve using and practicing, as well as critiquing, major and advanced persuasion techniques. Theories of persuasion, as well as essential methods to investigate it, will be featured. The course will also systematically consider the ethical aspects of using persuasion, with individuals, groups and societies.

2. Learning Objectives

The objectives of this course are to enable students to:

- Summarize main concepts and theories of, and practical approaches to, persuasion
- Compare traditional to online persuasion techniques and principles
- Learn how as a “consumer” to evaluate and deal with persuasive messages
- Improve your ability to analyze persuasive messages
- Understand ethical, moral, social implications of persuasion
- Summarize main concepts and theories of, and practical approaches to, persuasion
- Compare traditional to online persuasion techniques and principles
- Introduce main skills of persuasion for professional and personal development
- Develop the ability to prepare and create a variety of persuasive messages
- Learn how as a “consumer” to evaluate and deal with persuasive messages
- Improve your ability to analyze persuasive messages
- Understand ethical, moral, social implications of persuasion

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Describe primary concepts and theories of persuasion
- Explain existing principles of how persuasion works in everyday and special situations
- Identify and practice specific techniques of persuasion
- Explain the ethical effects and implications of persuasion in the world
- Explain persuasion actions in your specific field of interest
- Link concepts and skills related to persuasion
- Explain how persuasion works, both beneficially and destructively, in Kazakhstan the world and personal settings
- Explain how to be persuasive in online, interpersonal and traditional media processes

4. Indicative Assessment Scheme

- Technique Assignments
- Journal
- Critique session
- Class Participation
- Final Assessment

5. Indicative Content

- the roles of persuasion and propaganda in the world.
- ethical approaches and criteria in the field.
- Main quantitative and qualitative theoretical approaches to persuasion.

- theories of language and image.
- processual, content, and cultural aspects.
- conceive and develop persuasive messages and campaigns.
- understand media, PR and advertising's use of persuasion

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

[Young, R. \(2010\).](#) *A Cognitive Approach to Business Communication*. London: Routledge.

Borchers, T. (2009). *Persuasion In The Media Age*. New York: McGraw-Hill.

Perloff, R. (2010). The Dynamics of Persuasion: Communication and Attitudes in the 21st Century. London: Routledge.

Course Code and Title:
JMC 3201 Media Writing

Course Credits: 5 ECTS

Prerequisite: None

1. Course Description

Media writing is considered the primary training for all kinds of writing. This course emphasizes writing and reporting news for print media. It will focus on: news values, newsworthiness and ethics; reporting skills (such as interviewing and note-taking); story format and structure; AP style; grammar and usage. You will learn how to analyze a news story for various qualities, develop an effective story that targets a specific audience, and “writing from the inside out.”

The course features a series of writing assignments that cover the main forms of news, such as hard, feature, how-to, analytical, editorial, and soft. Students are encouraged to write articles for, and submit them to, publications.

2. Learning Objectives

The objectives of this course are to enable students to:

- Identify the goals and categories of media writing
- Analyze the impact media texts on readers
- Explain what makes media writing effective
- Gather and prioritize information
- Explain how to select and use human and inanimate sources for media text
- Structure writing effectively and explain the main parts of media texts
- Edit, re-organize, and polish media texts effectively

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- explain the primary concepts and practices of newswriting
- explain existing principles of how news works in everyday and specific situations
- identify and practice foundational media writing skills
- explain the ethical effects and implications of journalism and PR
- analyze writing styles, so as to edit, strengthen and polish media texts
- apply basic editing and rewriting skills
- explain how news impacts readers and how to use that to your benefit
- explain the context of news in online, interpersonal and traditional media.

4. Indicative Assessment Scheme

- media texts
- in-class assignments
- editing exercises
- final assessment

5. Indicative Content

- the value of news and journalism in Kazakhstan
- generating effective stories easily and well
- story structure and flow
- ethical aspects of reporting
- categories of news and styles of writing
- research into the impact of news on readers
- professionalism and guidelines
- editing practices and skills
- the culture of journalism
- how to function and succeed as a journalist

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

[Rosenaur, K. \(2004\).](#) *Storycrafting: A Process Approach to Writing News*. Oxford: Blackwell.

Christian, D. (2010). *The Associated Press Stylebook*. New York: Associated Press.

Wadsworth, C. (2012). *Writing and Reporting News: A Coaching Method*. Boston: Cengage Learning.

Course Code and Title: JMC3211 Editing	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course is to train students in the role of editors in the news process, to teach them the basic concepts of editing and to provide them realistic opportunities to develop their editing skills.

2. Learning Objectives

The objectives of this course are to enable students to learn about:

- The role of editors in the news process.
- Key concepts that guide editors in the editing process.
- Right to rewrite.
- News style, including AP Stylebook.
- Legal and ethical aspects of editing.
- Headline writing.
- Wire editing.
- Newspaper design.
- Magazine/newsletter design.
- Use of photos and graphics.
- Use of typography.
- Editing for broadcast media.
- Editing for new media.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

2. Use a professional-quality publications tool for print or PDF export MS Publisher
3. Identify Basic Principles of Modern Newspaper Design
4. Identify Modern Design of European Regional Newspapers
5. Assess the need to redesign Regional & Local Newspapers, and review local and regional U.S. newspapers
6. Write Newspaper Headlines
7. Develop Newspaper Layout and Design.
8. Use Photos and Graphics in Print
9. Differentiate four C's: Be Correct, Concise, Consistent and Complete.
10. Develop Magazine and Newsletter Design

4. Indicative Assessment Scheme

4. Individual Presentation
5. In-Class Assignments
6. Editing Assignments
7. Publishing Projects
8. News Projects
9. Final Assessment

5. Indicative Content

1. Importance of News Basics
2. Brainstorm story ideas. Set up control system – Story Log.
3. Introduction to Publisher and Basics of Design
4. Basic Principles of Modern Newspaper Design
5. Editing instruction
6. Modern Design of European Regional Newspapers

7. Redesigning Regional & Local Newspapers, and review of local and regional U.S. newspapers
8. Editing for style, precision in language, libel, taste and fairness
9. The Editing Process
10. An Introduction to Magazine and Newsletter Design.
11. Editing Magazines, Corporate Publications, New Media, Broadcast Media and Advertising.
12. Editing for Today's Changing Media.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Brian, S. (2013). *The Art of Editing in the age of convergence*. London: Pearson.

Velska, I.(2010). *Anatomy of Modern Newspaper Design: A Guide for Beginners*. Tbilisi: Georgian Institute of Public Affairs.

Christian, D. (2010). *The Associated Press Stylebook*. New York: Associated Press.

Course Code and Title: JMC 3603 Business News	Course Credits: 5 ECTS
Prerequisite: JMC 3201 Media Writing	

1. Course Description

Business news is not only increasingly important in society, but increasingly valuable for young people who want to make a good living as a journalist. This course focuses on practical aspects of the field, but is also grounded on principles that will help students not just write good articles that understand and succeed in the system of commercial and financial journalism. Since the 1980s, business news has broadened dramatically to reflect the increasing awareness among competitive business owners and managers that business is much more than an exchange of money for goods and services. While this remains important, business has become more about relationships and social trends, both of which are central factors of business success.

This course will teach descriptive, analytical, and feature aspects of business news, with principles followed by applications. Additional key aspects will include ethics, research, visual meanings, creating story ideas, and much more.

2. Learning Objectives

The objectives of this course are to enable students to:

- learn how to imagine and develop story ideas that will attract and satisfy readers;
- use analysis of professional business articles to how this form works;
- understand principles of effective business writing and thinking these to specific journalistic skills;
- gain and improve skills of research, analysis, explanation, and summarization;
- improve technical journalistic skills such as paragraphing, grammar, headline writing and transitioning;
- learn how to write to a range of audiences, from general to specialist;
- target audiences with appropriate story ideas, content, and style;
- learn by writing publishable articles on business and financial topics.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- identify gaps and opportunities within Kazakhstan's current business journalism;
- Apply skills of collecting, selecting, and using a range of information types;
- develop interesting and useful article ideas;
- use the practical, technical skills needed for business writing;
- identify and address the target audience;
- identify and develop a set of skills appropriate for professional success in the field.

4. Indicative Assessment Scheme

- class participation
- business articles
- final essay

5. Indicative Content

- Basic concepts of business newsgathering and writing
- The role of business journalism within society
- How to generate and develop business story ideas
- Ethics and professionalism
- Using statistics, sources, etc. Working as a freelance and magazine writer
- Writing for Internet news and related sites

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Roush, C. (2010). *Show Me the Money: Writing Business and Economic Stories for Mass Communication*. Oxford: Routledge.

[Jacobsen, S. \(2012\). *The Associated Press Stylebook and Briefing on Media Law*. New York: Associated Press.](#)

Roush, C. (2010). *Profits and Losses: Business Journalism and its Role in Society*. London: Routledge.

Course Code and Title: JMC 3605 Political Communication	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This interactive course will introduce and explain the principles and practices of communication in a variety of political contexts, such as election advertisements, constituent newsletters, and speeches. Since students could use such communication in many contexts, it will focus as much as possible on Kazakhstan but will be based on international concepts and activities. We will cover, but also challenge, basic ideas about the many sub-topics.

The course will be conducted more like a seminar, so you will be expected to arrive ready to contribute to the discussion, especially on issues related to your professional interests and other courses.

2. Learning Objectives

The objectives of this course are to enable students to:

- Survey the range and depth of political communication in the current context
- Explain theories related to the role of meanings in politics, such as framing and ELM
- Examine the centrality (and limits) of communication in politics
- analyze, critique, produce and improve political materials
- Understand the need for, and use of, political communication in societal power
- Consider “secondary” elements such as visuals, emotion, music, and symbolism
- Locate political communication within Advertising and Public Relations
- Cover key research methods used to shape and direct political communication
- Be a more-alert professional and citizen.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- explain processes and key players, globally and in Kazakhstan
- explain the basics of research, including message analysis
- explain how media transmit and influence political meanings
- explain how persuasive messages work
- explain the uses of marketing, advertising, and public relations principles.
- produce a range of political media texts

4. Indicative Assessment Scheme

- Case Study on a Political Communication Artifact
- Midterm Exam
- Final Exam
- Design a Campaign Plan

5. Indicative Content

- Basic concepts of business newsgathering and writing
- The role of business journalism within society
- How to generate and develop business story ideas
- Ethics and professionalism
- Using statistics, sources, etc. Working as a freelance and magazine writer
- Writing for Internet news and related sites

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Fairclough, I. (2012). *Political Discourse Analysis: A Method for Advanced Students*. Oxford: Routledge.

McNair, B. (2011). *An Introduction to Political Communication*. London: Routledge.

Course Code and Title: JMC 3608 Journalism of Kazakhstan and CIS	Course Credits 5 ECTS
Prerequisite: None	

1. Course Description

The course will focus on print and broadcast news media in Kazakhstan and other countries of Commonwealth of Independent States (CIS). The course will examine regional problems related to journalism; introduce different media outlets in each country and look at their ownership and organization specifics. The course will also focus on Press vs. Government relationship and selected media laws adopted since 1991.

2. Learning Objectives

The course is designed to help acquire a better understanding of the development and the current state of news media in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Russia, Ukraine, Belarus, Moldova, Azerbaijan, and Armenia after the collapse of the Soviet Union.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- analyze the media environment in 11 countries of CIS countries + Georgia during 2012 and understand the main trends of media sector since 2001
- assess general changes in media system of post soviet countries
- apply the following criteria of media sustainability index: freedom of speech, professional journalism, plurality of sources, media business management, and supporting institutions.

4. Indicative Assessment Scheme

- Class Participation
- Team Presentations
- Newspaper Clips Files
- Quizzes
- Journals
- Final Project

5. Indicative Content

- The CIS countries overview. MSI Methodology
- “The Grand Chessboard” by Z.Bjezinsky.
- “Regional Study on Human Development and Human Rights – Central Asia” by Martha Olcott
- Journalism of each CIS country: review and discussions.
- “The Stans at 20” by M. Olcott
- Media coverage of the future Eurasian Union: pro and contra

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Olcott, M. (2012). *The Stans at 20*. Madrid: Real Institute Elcano.

Olcott, M. (2012). *Regional Study on Human Development and Human Rights – Central Asia*. Madrid: Real Institute Elcano.

Analytical reports on the CIS countries on the Regnum information Agency site:
<http://www.regnum.ru/>

Course Code and Title: JMC 3609 Principles of Media Management	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course is designed to provide students with both practical and theoretical knowledge of how to manage a mass media operation. The course looks at print, broadcast and new media operations. It reviews hiring, promoting, disciplining, and firing of employees; short-term and long-term planning; the budgeting. In the process, it requires students to apply and develop their communication skills of research, analysis and both written and oral communication.

2. Learning Objectives

This course is designed to ensure that students have the knowledge and skills:

- To provide overall management of a news operation.
- To oversee various media company departmental operations: human relations, editorial, sales/marketing, print production, video, new media, accounting, etc.
- To plan and budget for a media operation.
- To develop essential decision-making, organizational and social skills demanded of successful managers in working with employees and with supervisors.
- To enhance basic skills in research, analysis, and written and oral communication.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain current trends, challenges and opportunities facing entrepreneurs and executives in the Communications Industry.
- Research and analyze business challenges and opportunities in preparing a business development plan.
- Explain and demonstrate within a business plan an understanding of basic financial planning and budgeting.
- Explain other management and decision-making techniques needed for success.
- Explain major ethical and legal considerations with which media managers must deal.
- Demonstrate enhanced skills in both written and oral communications.

4. Indicative Assessment Scheme

- Individual Presentations
- Individual Projects
- Team Projects
- Final Assessment

5. Indicative Content

- Introduction to Media Management
- Developing Mission, Vision and Values
- Organizational Structure and Change
- Goals and Objectives
- Organizational Culture
- Decision Making
- Communication in Organizations

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance

45 hours

Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Bruce E. (2009). *Strategic Public Relations Management*. Mahwah, NJ: Lawrence Erlbaum Associates.

Baughman, K. (2009). *Inside the Minds: Public Relations Best Practices*. Boston: Aspatore Books Inc.

Course Code and Title: JMC3610 News and Economics	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces students to economic, business and financial news writing. It examines the fundamentals of economics along with necessary skills required to write news stories on a variety of business and economics-related stories. Its goal is to help students know the foundations and practices of professional writing in this field, using many current real-world examples to show how to understand and produce good writing, and how to avoid pitfalls and errors.

2. Learning Objectives

The objectives of this course are to enable students to:

8. analyze economics reporting for factual, conceptual, and technical qualities
9. provide students with introductory knowledge of economics and finance
10. highlight trends in the economy, business and financial markets.
11. develop competences in conceiving, researching, planning and writing professional articles.
12. make economic news understandable and interesting for readers
13. use statistics and other business information correctly and
14. generate ideas for business articles
15. write clearly and attractively for business audiences
16. develop skills that encourage immediate work for publications.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain the role of economics in modern and developing societies
- Explain ethics and professionalism of reporting economics.
- Explain quantitative and qualitative aspects of economics information.
- Describe processes, content, and cultural aspects of economics.
- identify and develop clear and effective writing that targets likely audiences.
- Describe media genres of economic, business, and financial reporting
- Design a story and submit to a commercial publication, such as Biznes i Vlast.

4. Indicative Assessment Scheme

- Writing Assignments (in-class and out-class)
- Presentations
- Mid-term exam
- Final presentation
- Final exam

5. Indicative Content

- the role of economics in modern and developing societies
- ethics and professionalism of reporting economics.
- quantitative and qualitative aspects of economics information.
- processes, content, and cultural aspects of economics.
- identifying and developing clear and effective writing that targets likely audiences.
- media genres of economic, business, and financial reporting
- steps of designing a story and placing it in a commercial publication, such as Biznes i Vlast.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Initiative for Policy Dialogue (2014). Journalism. New York: Columbia University, IPD, available at www2.gsb.Columbia.edu/ipd/journalism.html

Svetlana Tsalik, S. and Schiffrin, A. (2005). *Covering Oil: A Reporter's Guide to Energy and Development*. New York: Open Society institute.

Paul, H. (2009). *Ten Practical Tips for Business and Economic Reporting in Developing Economies*, Washington, DC:ICFJ.

Martin, P. (2009). *Wall Street Journal Guide to Business Style and Usage*. New York: Free Press.

Einsohn, A. (2009). *The copyeditor's handbook: a guide for book publishing and corporate communications, with exercises and answer keys*. Berkeley, CA: University of California Press.

Course Code and Title: JMC3611 Internship 1	Course Credits: 5 ECTS
Prerequisite: JMC 2605 Media and Society	

1. Course Description

Experience is a crucial factor in employment. When you apply for a job, the employer will look for your practical experience. Internship is one way to gain this professional experience. This course aims at providing students with an opportunity to work in real-world organizations (media outlets, PR, marketing and advertising departments, TV and radio stations, advertising and event agencies, production and film studios, etc.) and acquire marketable skills in the areas of their internships.

2. Learning Objectives

The objectives of this course are to enable students to:

- Immerse a student in the reality of Kazakhstani and international media, communication and PR field and help them learn more about career choices;
- Get the students introduced to the work of mass communication and PR professionals;
- Help develop analytical, communication, team-working, decision-making and other professional skills;
- Give the students hands-on reporting and writing experience in a professional newsroom; experience in planning and implementing strategic campaigns;
- Give the students an opportunity to build a portfolio that will strengthen their applications for post-graduate jobs; employers will require previous experience and gauge a candidate's ability through their work samples;
- Improve the student's understanding of how market-based analysis can help them better understand economic and social problems; enhance the student's awareness of the real-life situation in the chosen field;
- Help identify necessary skills and knowledge in order to focus in their following academic program;
- Develop a network of professional contacts that will help them launch a career in mass communications and public relations area.

3. Intended Learning Outcomes

Upon successful completion of an internship, students, depending on the nature of their internship, will be able to:

- gather, explore and select appropriate information and construct a media text;
- write for different style media (print, broadcast, online),
- plan and implement PR and advertising campaigns;
- participate in special projects, events;
- work under time pressure and deadlines

4. Indicative Assessment Scheme

- Internship Reports
- Internship Portfolio
- Intern Evaluation by the company supervisor
- Final Report and Presentation

5. Indicative Content

The students' internship expectations mostly depend on them. He/she should learn as much as possible and get as much as he/she can. This is a great opportunity to learn more about the professional field and career choice. They need to file everything they did during the internship: articles, video, projects, etc. It will help them build a nice professional portfolio needed for further employment.

They will also participate in all the meetings and other activities held at the internship site to get profession - based tools and to help understand today's most important political and social problems, market needs and expectations. It's an opportunity for them to increase their career options by getting an up-close look at life in a real company.

6. Indicative Student Work Load

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Internship	95 hours
Meeting with supervisor	10 hours
Preparation for assessment	30 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Fedorko, J. (2006) *The Intern Files: How to get, keep and make the most of your internship*. New York, NY: Simon Spotlight Entertainment.

Oldman, M., Hamadesh, S. (2004) *The Internship Bible: 100,000 opportunities to launch your career*. New York, NY: Random House.

Course Code and Title: JMC 3615.01 Writing for Russian Language Media	Course Credits: 3 ECTS
Prerequisite: None	

1. Course Description

This course is designed to introduce a local media environment to the senior BAIJ students. It is a good chance to network with local journalists. Most of the local editors and heads of PR agencies complain that KIMEP's students are not able to write in the local languages, do not understand the local professional environment. However this course offers basic skills in reporting and news writing according to the western professional standards. The main objective is to help develop a clear, concise writing style and a passion for thorough, accurate reporting. Students will get information about the visual attitude to news in newspapers. The last classes are on how to identify professional press release and copywriting for advertisement and how to differentiate it from the news writing in print journalism. At the end of this course students will produce a special issue of four page newspaper.

2. Learning Objectives

The objectives of this course are to enable students:

- To move students as close as possible to the local world of journalism where they will report and write on deadline, as well as work through editing process with their professor.
- To introduce to the potential local areas of their work – journalism, advertising and public relations, where writing skills are the first priorities

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- explain the role of journalism in modern society and the values that underlie their professional choices;
- distinguish between journalism, public relations and copywriting;
- select information on the basis of correctness, accuracy, reliability and completeness;
- present information in appropriate Russian and an effective journalistic form;
- explain the visual requirements and how to present information in the form of images or graphics, and to present it in all kinds of combinations of words, sounds and images;
- write balance news stories by using methods such as check/double-check and balancing systematically;
- explain the requirements necessary for the quality of news, press releases and copywriting products.

4. Indicative Assessment Scheme

Portfolio:

- Speech, meeting, or press conferences covering story
- News stories: each student will write 2 news stories,
- Interview
- Profile
- press release
- copy (promo), or film, book review

5. Indicative Content

- Traits and characteristics of writing in journalism.
- Media profile of Kazakhstan: differences between journalism, public relations and advertising.
- The journalistic process: information gathering, verifying, planning, writing, production.
- Interviewing techniques. Types of interviews. The art of asking questions.
- The elements of news writing – leads, proper words, sentences, transitions, and paragraphs.

- Press conferences.
- The visual attitude: words, photos and illustrations, info graphics.
- Writing for public relations, copy writing for print advertising

6. Indicative student workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 81 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Specialized reading	15 hours
Preparation for projects	21 hours
TOTAL:	81 hours

7. Indicative Instructional Resources

Fichtelius, E. *Ten Golden Rules of Journalism*. Stockholm: Publishing House.

Mencher, M.(2008). *Basic Media Writing*. New York: Brown & Benchmark.

Kim, M. (2008). *Journalistic Genres*. Saint-Petersbourg: Mikhailov Publising.

Voroshilov V.(2008). *Journalism, Basic Course*. Sanct-Petersbourgb: Mikhailov Publising.

Tertychnyi A.(2009). *Genres of Print Journalism*. Sanct-Petersbourgb: Mikhailov Publising.

Course Code and Title: JMC 3621 International Relations and Journalism	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

The world can be imagined in terms of tension between stasis and defense/change... between institutions and information. This is especially true in the interactions between nation-states and globalizing media. This course will explore... a) media functions in... b) the principles and actions... c) between nations. We will start from the assumption that the media (broadly defined) have at least minor and potential significance in international relations, which can reasonably be understood in terms of communication processes.

A special focus of the course will be the issue of press freedom, related to many other core issues (such as human rights and citizen-leader relations) that link and/or separate nations. This is fascinating in the Kazakhstani context, for example in its relations with the European Union. Press freedom is now challenged by governments more than ever, and each society and group has its own approach to its sub-principles.

Using a combination of assigned and discovered readings and class discussion, this course will identify links between interactions at various levels (international, national, group) between and among media and political/social organizations.

The general structure of each week's classes will be an open discussion on the week's topic; a discussion of the main reading; and a discussion of student Investigations.

2. Learning Objectives

The course will help you understand the global role of the media in specific social issues. By focusing on relatively narrow aspects of such interactions (such as public efforts to justify the legality of the U.S. invasion of Iraq), while relating these to the larger context (such as the notion of "just war" and breaches of national sovereignty) you will learn how to investigate and explain facts in terms of principles and links.

More fundamentally, you will develop skills of connecting functional and structural components within and across societies. You will use this synthesis of information and concepts in your main project. I call this "proto-research" because it emphasizes conceptualization and information collection/processing.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- find, conceptualize and explain media interactions and their larger implications;
- describe key concepts, such as public diplomacy and the public sphere;
- gather and integrate data on your topic into a coherent investigation;
- explain the ways that press freedom relates to foreign policy, conflict, and cooperation;
- identify ways that the media operate between nations, organizations and groups.;
- explain the ethical implications of cross-cultural, international, and multi-level interactions.

4. Indicative Assessment Scheme

- Class Participation
- Analytical papers
- Final Exam

5. Indicative Content

- The spiral of change and stasis
- Press Freedom and Global Politics
- Explanation of Investigation
- Special topic: Habermas' "Public Sphere"

- Rational Foreign Policy Choice
- Discussion of Investigation options
- The Press and Foreign Policy
- Presentation and discussion of initial Investigation ideas
- Press Freedom and Militarized Disputes
- Researching and structuring an Investigation
- Press Freedom and Lethal International Conflicts
- Arguing an Investigation
- A Monadic Effect for Press Freedom and Lethal International Conflicts
- Press Freedom and Cooperation

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Van Belle, D. (2009). *Press Freedom and Global Politics*. Washington DC: QC Press.

Course Code and Title: JMC 3622 Print Journalism	Course Credits: 5 ECTS credits
Prerequisite: JMC 3201 Media Writing	

1. Course Description

This journalism course is designed for undergraduates. The course will focus on hard news, feature and opinion writing. The work of the course involves developing story ideas, interviewing, reporting, writing, and editing in both newspaper and magazine. The course content will focus on the basics of hard news writing. Then the emphasis of the course will be on writing feature articles, editorials, and columns.

2. Learning Objectives

The objectives of this course are to enable students to:

- provide students with theoretical and practical knowledge of story construction techniques;
- develop student understanding of the print nature and develop their competence in print style writing;
- strengthen newswriting skills needed to write compelling newspaper and magazine stories;
- help students develop their own story construction formulas,
- help students develop their own writing style and voice;

3. Expected Learning Outcomes

Upon successful completion of the course, students will be able to:

- explain the conceptual, stylistic and structural differences between reporting, feature and opinion writing;
- analyze their own writing and critique other's writing;
- write a deadline-oriented news reporting piece, a profile feature story, a spot feature article, an editorial, a column, a rant, a riposte and a humor story;
- identify and apply various stylistic techniques in their feature and opinion writing;
- identify and mimic different voices; and
- develop their own voice in writing.

3. Indicative Assessments Scheme

Portfolio:

- Hard news story
- Feature stories
- Opinion pieces

4. Indicative Content

Students will do article presentations, individual and team assignments (stories):

- News Values/ 5Ws and H; How to Paraphrase; Punctuation
- Story Proposal for Hard News Reporting Assignment
- The Inverted Pyramid. The Wall Street Journal Formula
- Hard News Stories Vs Soft News Stories
- The Hourglass Structure.
- Hard News Reporting Story
- Sample Stories Discussed
- Stylistic Techniques (ST)
- Profile stories
- Sample Spot Feature Articles Discussed
- The Craft of Writing Great Stories
- Defining Opinion pieces.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	35 hours
Preparation for presentations	15 hours
TOTAL:	135 hours

7. Indicative Instructional Recourses

Wells, K. (2013). *Floating Off the Page. The Best Stories from The Wall Street Journal's "Middle Column"*. New York: Simon & Schuster.

Clark, R. (2008). *America's Best Newspaper Writing. A Collection of ASNE Prizewinners*. Boston: Bedford/St. Martin's.

Sloan, W. (2007). *Pulitzer Prize Editorials. America's Best Writing, 1917-2003*. Denver, CO: Wiley.

Miller, D. (2007). *I Rant Therefore I Am*. New York: Crown Forum.

Course Code and Title: JMC 3623 Broadcast Journalism	Course Credits: 5 ECTS
Prerequisites: JMC 3201 Media Writing	

1. Course Description

This is a journalism course designed for undergraduate students. The work of the course involves writing, interviewing, reporting, producing, editing and on-air delivery of news in both radio and television. During the first seven weeks of the course students will learn the basics of broadcast style and focus on radio news. Once the students have mastered radio news, the emphasis of the course will be television news stories and newscasts. The course should foster a better understanding of the broadcast nature. It is an opportunity to learn how to make compelling broadcast news stories with the help of words, pictures and sound. Students will do individual assignments (radio wraps and television packages) and team broadcasts.

2. Learning Objectives

The learning objectives of this course are to ensure that students understand:

- the main concepts of the broadcast journalism and broadcast newscast production;
- the nature and rules of broadcast writing, specifics of vocal delivery, and key elements of audio/video editing;
- radio and television professional terminology and scripting instructions; and
- the process of live newscast production and the process of producing radio wraps and television packages.

3. Expected Learning Outcomes

Upon successful completion of the course, students will be able to:

- describe the responsibilities of each role in the radio/television newsroom (Producer, Assistant Producer, News Director, Anchor, Reporter, Remote Reporter, Sound Editor, Cameraman) and perform all these duties during simulated live news productions.
- produce short news stories for television and radio;

4. Indicative Assessments Scheme

- Group project
- Midterm Exam
- Final Portfolio

5. Indicative Content

- Newscast analysis
- On-tape reporting assignments: radio wraps and television PKGs
- R&TV newscast writing/producing /in class work
- Final resume tape

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for news productions	15 hours
Preparation for Final Portfolio	15 hours
TOTAL:	135 hours

7. Indicative Instructional Recourses

Tuggle, C. (2009). *Broadcast News Handbook: Reporting and Producing in a Converging Media World*. New York: McGraw-Hill.

Radio network: www.wtop.com

Course Code and Title: JMC 4201 Advanced Media Writing	Course Credits: 5 ECTS
Prerequisite: JMC 3201 Media Writing	

1. Course Description

This course will cover professional news writing techniques for newspapers and magazines, such as hard news reporting, feature articles, investigative reporting, and government reporting. It will not only prepare you to work in journalism, but help you get a “foot in the door” to start gaining the experience and samples that—depending on your ability and effort— will make you a professional journalist even before graduating. You will report on events in the community, business, etc. We also emphasize critical thinking and ethics, with a focus on professionalism and serving readers. The course goes beyond basic principles and skills to refine and fine-tune your ability to design, plan, and write publishable articles. We cover how you can find opportunities and get published in a number of publications, photography, and how to work as a freelancer.

2. Learning Objectives

The objectives of this course are to enable students to:

- discern the inner workings of the journalistic process
- edit better by analyzing your own work and that of others
- conceive, plan and execute publishable articles in a field of your choice
- grasp and apply professional interviewing techniques
- research, prioritize, synthesize, and manage information
- decide on the best professional focus for your career goals
- create your own journalistic “voice”
- work as a journalist and establish professional credibility and relationships

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- design an effective and attractive story idea, including topic, angle and scope
- structure any story for maximum clarity and impact
- explain the varieties of news stories and discuss their characteristics and styles
- explain primary concepts and theories of news
- explain existing principles of how news operates in and influences society
- explain and practice specific newswriting skills
- explain the ethical effects and professional action of journalists
- Link concepts and skills related to persuasion
- write clearly, engagingly, and succinctly in English
- Submit stories for commercial publications

4. Indicative Assessment Scheme

- Articles across a range of genres
- An essay
- In-class editing exercises
- Final assessment

5. Indicative Content

- Story generation and refinement
- Grammar and usage
- Reading the market and finding gaps in niches
- The varieties of journalistic experience
- Targeting editors and readers
- Finding and using sources
- Interviewing skills

- Editing skills.
- Rewriting tips and tricks
- Story structure and flow

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Rich, C. (2009). *Reporting and Writing News*. Oxford: Cengage Learning.

Harrower, T. (2013), *Inside Reporting: A Practical Guide to the Craft of Journalism*. New York: McGraw-Hill.

Course Code and Title: JMC4209 Public Relations Management & Strategies	Course Credits: 5 ECTS
Prerequisite: JMC2608/GEN2812 Intro to PR	

1. Course Description

This course is designed to provide students with theoretical knowledge of public relations and hands-on, practical experience. It reviews PR-related communication theories. It covers the importance of PR-related research in developing PR plans, including appropriate strategies and tactics. It helps students develop skills in producing PR products and employing those tactics, including skills in the use of online media. And it discusses public relations professional ethics.

2. Learning Objectives

The objectives of this course are to enable students to:

- understand the principles, theories, and practices of modern public relations.
- understand and develop the required skills to conduct PR-related research.
- understand and develop the required skills to create PR plans based on research results.
- understand and develop the required skills in applying PR strategies and tactics to achieve the goals and objectives of a PR plan.
- understand other important management principles that help PR managers achieve success.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Use informal and formal research methods to understand existing PR obstacles and opportunities.
- Create a PR plan based on research findings.
- Develop PR products (tactics) to achieve a PR plans goals and objectives.
- Evaluate the results of an implemented PR plan so a new plan can be developed.
- Explain how these methods are essential to effective PR management.
- Explain other key principles that help PR managers succeed in their profession.

4. Indicative Assessment scheme

- Skills-Based Final assessment
- In-class Participation
- Individual Presentations
- Individual Projects
- Team Projects

5. Indicative Content

- PR plans
- PR Tactics
- Models and Approaches to PR
- PR as a Management Function
- Identifying and Prioritizing Stakeholders and Publics
- PR Research
- PR Process
- Ethics and Leadership in PR
- Organizational Factors for Excellent PR

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
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Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Bruce, E. (2009). *Strategic Public Relations Management*. Mahwah, NJ: Lawrence Erlbaum Associates.

Baughman, K. (2008). *Inside the Minds: Public Relations Best Practices*. Boston: Aspatore Books Inc.

Course Code and Title: JMC 4601 Advertising & Media Sales	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This 3-credit course is designed to give a broad understanding of promotional mix in the framework of integrated marketing communication (IMC). Major focus is given to advertising as a rational and creative marketing medium – but not the only one.

2. Learning Objectives

The objectives of this course are to enable students to:

- Think strategically and distinguish between the least and most effective communication tools in any particular campaign.
- Understand the process of advertising campaign development.
- Improve their communication and creative skills in integrating marketing tools.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- distinguish between the least and most effective communication tools in any particular campaign.
- explain the process of advertising campaign development.
- apply integrating marketing tools.

4. Indicative Assessment Scheme

- Individual Presentation
- Team Projects
- Individual Projects
- Final Assessment
- Class Participation

5. Indicative Content

- Introduction to key concepts, including IMC.
- Situation Analysis & Research
- Problems & Opportunities;
- Marketing Objective;
- Budget & Strategy
- Creativity;
- Advertising Media
- Sales Promotions Evaluation;
- Marketing Mix
- Research Planning;
- Media Strategy
- Relationship Building;
- Creativity – Execution;
- Production;
- Print Media, Electronic Media, Digital Media, Outdoor Media

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours

Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for Final Assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

William, A. (2009). *Contemporary Advertising*. New York: McGraw-Hill.

Avery, J. (2010). *Advertising Campaign Planning*. London: The Copy Workshop.

Hopkins, T. (2009). *Selling for Dummies*. Oxford: Wiley Publishing Inc.

Course Code and Title: JMC4612 Online Journalism 1: Digital Information Production	Course Credits: 5 ECTS
Prerequisite: none	

1. Course Description

This course develops capacities and knowledge essential to anyone entering journalism, public relations and related fields. Students will learn a variety of skills for gathering and presenting digital information including text, images, audio, and video.

2. Learning Objectives

The objectives of this course are to enable students to:

Students graduating with a BJ degree will be prepared to enter employment in journalism, public relations, broadcasting, or another field of mass communication. This preparation is based on the development of knowledge and practical skills, and this course helps achieve several of the department's learning objectives:

- Understand the role of journalism and mass media in society.
- Understand the principles underpinning the practice of journalism and mass communication.
- Understand and apply major ethical standards related to the practice of journalism and mass communication.
- Understand and apply legal issues related to the practice of journalism and mass communication in Kazakhstan.
- Understand the impact of new information technologies on the practice of journalism.
- Understand historical and contemporary journalism practices in CIS and Kazakhstan and in other regions of the world, as well as major social, economic, and political issues affecting those practices.
- Develop the analytical skills necessary to critically evaluate professional communication.
- Develop the analytical skills necessary to conceive, report, and produce news for print and other journalistic
- Media.
- Develop the language and other skills necessary to communicate effectively as a professional communicator.
- Develop the skills and understanding necessary to conduct research using a variety of methods (interviews, documentary research, etc.).
- Develop the technical skills necessary to communicate effectively in a multimedia environment.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Create effective news stories, considering not just the words but also photos, audio, video and related links;
- Apply the skills needed to be an effective reporter and be able to demonstrate those skills in reporting the news;
- Explain the stylistic and content differences between online news stories and blogs and have the skills to do both effectively;
- Create and upload a basic blog;
- Create short audio and video podcasts;
- Analyze how online journalism currently functions in Kazakhstan.

4. Indicative Assessment Scheme

- Preliminary assignments
- Real news articles, blogs, podcast & video
- Individual presentations
- Final Exam

5. Indicative Content

- Reporting Online
- Blogging: Concept, format, style
- Online Storytelling Techniques
- Online Design Tools
- Multimedia Techniques
- Creating Audio, Video and Data for online media: language, style and tools

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Thornburg, R.M. (2010) *Producing Online News: Digital skills, stronger stories*. Washington, DC: CQ Press College.

Course Code and Title: JMC 4613.2 Online Journalism 2: Online Publication Management	Course Credits: 3 ECTS
Prerequisite: JMC4612 Online Journalism 1: Digital Information Production	

1. Course Description

This course further develops online media capacities and knowledge essential to anyone entering journalism, public relations and related fields. Students will learn a variety of skills for managing an online publication.

2. Learning Objectives

The objectives of this course are to enable students to:

- Develop the analytical skills necessary to conceive, report, and produce news for online media.
- Develop the language and other skills necessary to communicate effectively as a professional communicator.
- Develop the technical skills necessary to communicate effectively in a multimedia environment.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Apply the skills needed to be an effective reporter and be able to demonstrate those skills in reporting the news;
- Explain the stylistic and content differences between online news stories and blogs and have the skills to do both effectively;
- Work effectively in teams in producing a weekly online publication;
- Create, upload and manage a basic blog;

4. Indicative Assessment Scheme

- Team presentations
- Online publication production assignments

5. Indicative Content

- Reporting and Producing Online
- Managing a Blog: Concept, format, style
- Online Storytelling Techniques
- Online Design Tools
- Multimedia Techniques
- Managing Audio, Video and Data for online media: language, style and tools

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 81 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Specialized reading	15 hours
Preparation for projects	21 hours
TOTAL:	81 hours

7. Indicative Instructional Resources

Thornburg, R.M. (2010) *Producing Online News: Digital skills, stronger stories*. Washington, DC: CQ Press College.

Course Code and Title: JMC4614 Media Analysis	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

We are surrounded by media, but few media consumers have any idea of how to understand how the media works, the goals of media producers, genres and how to use them, etc. This course explains how and why to analyze a wide range of media materials. We will consider almost any kind of mediated message and use theory-based analytical methods to investigate the various structures and layered meanings within each text. Students will use a variety of media analysis techniques to investigate the production of media messages.

2. Learning Objectives

The objectives of this course are to enable students:

1. To understand the principles and approaches of a range of media analyses
2. To select and apply analytical techniques to specific media materials
3. To define fundamentals of designing and conducting media research
4. To see how the media influence individuals, groups and societies.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Recognize the complexity, breadth, and depth of media materials
- Explain the field, with knowledge in depth of at least one analytical method
- Conceptualize, plan and produce an analytical paper on media material.
- Produce effectively and consume critically media content, including print, broadcast, and online
- Communicate ideas and information on the topics related to media messages clearly and effectively in oral and written English
- Apply knowledge of media messages to professional work, such as critiquing your own materials and those of others.

4. Indicative Assessment Scheme

- Midterm Exam
- Final Assessment
- One-on-One meetings
- In-class Presentations
- Practice Exercises

5. Indicative Content

- Understanding the categories of media content
- Seeing the ways that people actively interpret texts
- Applying a range of analytical techniques
- Analyzing a variety of media texts, from political ads to music videos to news stories
- Ethics of media analysis and publication
- Examples of analytical research and how to design your own
- The social and societal implications of media impact
- Writing for Internet news and related sites

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours

Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for Final Assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Matheson, D. (2005). *Media Discourses*. New York: McGraw-Hill Education.

Course and Title: JMC4615 Online Multimedia Technologies	Course Credits: 5 ECTS
Prerequisites: None	

1. Course Description

This course is to help participants learn to use a number of different online interactive, multimedia technologies, including Moodle learning management system (also functional as a multimedia publication management system); HotConference live demonstration and conferencing system; YouTube video sharing; Facebook multimedia functions; low-budget video creation and editing systems, such as Web cams and MovieMaker editing software; Audacity audio editing software; and viral videos and PPS files.

2. Learning Objectives

The objectives of this course are to enable students:

- To understand the principles and approaches of online multimedia and interactive technologies.
- To develop the technical skills to use learning/content management systems, web-conferencing systems, online video distribution sites, audio creation and editing hardware and software, and video creation and editing hardware and software.
- To enhance communications skills mediated through new technology.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- create and edit audio and video files for online use;
- use a digital audio recorder and/or computer audio input system;
- use Powerpoint to create jpg files for online presentations; multimedia presentations for offline or online use;
- explain how multimedia tools can be used effectively in journalism, business, public administration, marketing and public relations.

4. Indicative Assessment Scheme

Skills-Based Final Assessment

In-class Participation & Demonstrations

Projects

5. Indicative Content

- Demonstration of Online Interactive, Multimedia Technologies.
- How to create videos with Powerpoint or Irfanview with no video camera
- How to create, edit and mix audio using Audacity.
- How to conduct live online classes & webinars using Web-conferencing.
- How to record video while conducting live Web-conferencing.
- The Importance of Online Multimedia Tools'
- How to create educational/informational videos using Webcam or Flip camera, Powerpoint slides, Audacity sound editor, and MovieMaker
- How to create educational/informational videos using Webcam or Flip camera, Powerpoint slides, Audacity sound editor, and MovieMaker
- (including how to upload to YouTube and embed in other website).
- How to create interactive online courses/presentations using Moodle
- How to create Moodle courses and lessons using video
- How to create Moodle courses and lessons using text & PDF documents.
- How to create Moodle courses and lessons involving multimedia web pages
- How to create Moodle-based quizzes & tests.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Videos available on <http://YouTube.com> and <http://Moodle.org>:

MOODLE

<http://www.moodletutorials.org/>

<http://www.moodletutorials.org/video.php>

MOVIEMAKER

<http://www.microsoft.com/windowsxp/using/moviemaker/default.aspx>

<http://www.youtube.com/watch?v=JZXK68NS7qU>

<http://www.youtube.com/watch?v=6DHFkVzG8Zw>

AUDACITY

<http://www.youtube.com/watch?v=lrPGMjZORCM>

<http://www.youtube.com/watch?v=6txQRfptawE&feature=related>

<http://www.youtube.com/watch?v=5rQr5YVNqI0&feature=related>

<http://www.youtube.com/watch?v=LfSjzUX5hWs&feature=related>

<http://www.youtube.com/watch?v=Mf7-2KSqj4s&feature=related>

Course Code and Title: JMC 4703 Crisis Communication	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Crisis Communication course serves as an introduction to the study of conflict and examines conflict on social, interpersonal, and organizational levels. The objective of this course is to study the basic principles of crisis communication. The course will discuss how to identify and manage conflicts in various situations and how to plan, implement, and evaluate a crisis communication plan. Conflict theories and real-life crisis communication case-studies will be examined to learn strategies and tactics. Effective social media instruments and methods used in conflict resolution will be addressed given the importance of new media tools in conflict management.

The course will be conducted in combination of formats, including lectures, class discussion, group and individual projects. Students must consistently complete their assigned tasks to enhance their understanding of the subject matter.

2. Learning Objectives

The objectives of this course are to enable students:

- To examine the environment to recognize potential internal and external threats to the organization, crisis and conflict risks
- To master theoretical models of crisis communication
- To identify elements and components of a crisis
- To effectively apply techniques and instruments to prevent crises
- To draft and continually improve a crisis communication plan
- To plan, implement, and evaluate a crisis communication plan

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- describe and evaluate the basic principles and theoretical models of crisis communication;
- identify the role of different factors affecting crisis and conflict in an organizational setting;
- write a crisis communication plan and crisis communication case study; and
- apply effective techniques to deal with real-life crises and communicate with key stakeholders.

4. Indicative Assessment Scheme

- Group Assignments
- Individual Assignments
- Final Project

5. Indicative Content

- Crisis communication best practices: pre-crisis, crisis and post-crisis
- Drafting and continually improving a crisis communication plan
- Crisis communication DOs and DON'Ts
- Effective internal and external communications, identifying and communicating with the key stakeholders
- Cultivating, enhancing, and maintain relationships with the media, effective interview and presentation skills for media relations
- Drafting press-releases, conducting press-conferences, utilizing social media to distribute information and get feedback
- Ethics and legal aspects during crisis communication

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for Final Assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Fearn-Banks, K. (2002). *Crisis Communications: A Casebook Approach* (3rd Ed.). Mahwah, NJ: Lawrence Erlbaum

Barton, L. (2000). *Crisis in Organizations II*. Cincinnati OH: SouthWestern College Pub.

Coombs, W.T. (1999). *Ongoing Crisis Communication: Planning, Managing, and Responding*. Thousand Oaks, CA: SAGE

Course Code and Title: JMC 4704 Image and Brand Management	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Image and Brand Management course discusses essential components of building a strong brand and impeccable image. The course helps students to learn how to create, maintain, and possibly regain an appropriate image of themselves in the eyes of stakeholders. Students will study theories and concepts that are crucial to organization's well-being, including credibility, identity, image, and reputation. The objective of this course is to master the foundational principles of image and brand management and apply this knowledge to enhance personal or organizational image.

2. Learning Objectives

The objectives of this course are to enable students:

- To understand key concepts and tools of image management from public relations activities to advertising, from brand promotions to organizing an event, from image building to perception management
- To build and maintain a favorable image in public view through various communications channels available to reach out to the target audience
- To apply strategies and tactics to shape personal and organizational image to successfully differentiate them from the competition
- To recognize risks to an organization's well-being and reputation and take preventive measures

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain the importance of image management on organizational and personal level
- Explain how to build and maintain a strong personal brand utilizing social media instruments
- Describe possible threats to organization's image and well-being
- Apply knowledge of image management tools to evaluate the effectiveness and performance of real-life cases

4. Indicative Assessment Scheme

- Group Projects
- Individual Assignments
- Final Project

5. Indicative Content

- Theories of image management and brand identity
- Creating, maintaining, and regaining an appropriate image of a person or organization in the eyes of key stakeholders
- Managing brand and image identity
- Effective methods of differentiating from the competition
- Using innovative techniques and digital tools to shape and manage personal and corporate identity
- Protecting the brand and crisis management

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Asacker, T. (2005). *A clear eye for branding: straight talk on today's most powerful business concept*. Ithaca, N.Y.: Paramount Market Pub

Fombrun, C. J. (2004). *Fame and Fortune: How Successful Companies Build Winning Reputations*. Upper Saddle River, NJ: Pearson Education

Course Code and Title: JMC 2612 New Information Technologies	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This practicum course is concerned with new information technologies and the impact they are having on journalism and related fields as well as on society at large. Students will develop critical understanding and practical skills related to network digital information technologies.

2. Learning Objectives

This course seeks to enable students to:

- Understand the development of networked, digital communication technologies and their relation to previous technologies;
- Develop skills and attitudes that allow them to engage with and learn about new communication technologies;
- Reflect on and discuss the significance of specific technologies in relation to social issues.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Describe, analyze and explain the significance of ICTs in society
- Explain key legal issues relevant to ICTs
- Apply key information communication technologies effectively

4. Indicative Assessment scheme

- Technology Project
- Weblog Assignments
- Quizzes
- Final Exam

5. Indicative Content

Key topics:

- Understanding technology: A brief introduction to technology with a focus on communication technology
- Networks, technical and social: Explores the idea of networks with examples drawn from social and technical applications of the term. A particular focus is placed on the social relevance of communication networks
- Using new technologies: Students use social networks, weblogs, search engines, and other "new" technologies

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours

TOTAL:

135 hours

7. Indicative Instructional Resources

Boyd, D. (2007). *The Role of Networked Publics in Teenage Social Life (Digital Media and Learning Series)*. Chicago, IL: The John D. and Catherine T. MacArthur Foundation.

Boyd, D. (2010). Social Network Sites as Networked Publics: Affordances, Dynamics, and Implications. In *Networked Self: Identity, Community, and Culture on Social Network Sites* (pp. 1–18). Retrieved from <http://www.danah.org/papers/2010/SNSasNetworkedPublics.pdf>

Castells, M. (2007). Communication, power and counter-power in the network society. *International Journal of Communication*, 1(1), 238–266.

Gladwell, M. (2010). Small Change. *The New Yorker*. Retrieved from http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=all

Lessig, L. (2006). *Code: And Other Laws of Cyberspace, Version 2.0*. New York: Basic Books.

MacKinnon, R. (2012). *Consent of the Networked: The World-wide Struggle for Internet Freedom*. New York; Basic Books.

Tufekci, Z. (2010). What Gladwell Gets Wrong: The Real Problem is Scale Mismatch (Plus, Weak and Strong Ties are Complementary and Supportive) (September 27). *Technosociology*. Retrieved from <http://technosociology.org/?p=178>

Tufekci, Z. (2011a), Slides from my PDF 2011 Talk “The Power of Strong Ties, The Power of Weak Ties” #pdf11 (June 6). . *technosociology*. Retrieved from <http://technosociology.org/?p=473>

Tufekci, Z. (2011b). New Media and the People-Powered Uprisings (August 30). MIT Technology Review. *MIT Technology Review*. Retrieved March 29, 2013, from <http://www.technologyreview.com/view/425280/new-media-and-the-people-powered-uprisings/>

Course Code and Title: JMC 3701 Communication Research	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces undergraduate students the theories and application of communication research through qualitative and quantitative research techniques. It will examine the methods and techniques that can be applied to research in Journalism, PR and Advertising. Students will study surveys, experimental research, observation, focus group discussion, content analysis. Students taking this course will be required to develop research proposals for their future theses.

2. Learning Objectives:

- To introduce the main quantitative and qualitative methods used in Communication Research.
- To examine the increasing use and acceptance of qualitative methodologies in Media Research.
- To train students to develop their research skills and conduct research projects.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Describe and assess the quantitative and qualitative research methods in mass media and social media, PR and Advertising
- Create questionnaires and conduct a small applied media study using survey, experiment, participant observation, focus group and content analysis
- Develop a preliminary literature review for their future thesis
- Develop an initial thesis proposal
- Explain the challenges in sampling and collecting research data
- Defend their Thesis Proposals

4. Indicative Assessment Scheme

- Participation and class activities
- Midterm Assessment
- Final Thesis Proposal
- Thesis Proposal Defense/Presentation

5. Indicative Content

- Science and Research, elements of Media Research, and Research Ethics
- Quantitative and Qualitative research methods
- Data collection, Sampling
- Content Analysis
- Survey
- Experiment
- Introduction to Statistics
- Hypothesis Testing
- Visualization of Data
- Web analytics
- Research in Advertising
- Research in PR

- Newspaper Research
- APA Style and writing a research paper

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	30 hours
Preparation for presentations	20 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Wimmer, R. (2008). *Mass media research: An introduction*. Belmont, C.A.: Thomson Wadsworth.

Hopking, J. (2009). *Communication Research*. New York: Pearson Education, Inc
 John, V. (2012). *The Media of Mass Communication*. New York: Pearson Education, Inc.

Berger, A. (2013). *Media and Communications*. Thousand Oaks, CA: SAGE.

Klaus, B. (2011). *A handbook of media and communication research*. London: Routledge.

Course Code and Title: JMC 4611 Professional Project	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course aims to demonstrate students' professional competence and readiness to work in the fields of their specialization. Students will complete course under supervision of an instructor from the Department of Media and Communications. To enroll in the course students must obtain permission from the department as well as the professor with whom they will work. The project must be a substantial and original body of work on a significant topic that demonstrates the student's skills include gathering, synthesizing, analyzing and presenting information to an audience in an ethical manner. Students may choose any journalistic medium or combination of media: print, still photography, video, audio, documentary film, online, or multimedia.

2. Learning Objectives:

- To introduce students the values of creating a goal oriented work setting in different fields of mass communications
- To examine and increase students' professional skills in writing and presenting products for print, broadcasting and online journalism as well as for PR.
- To train students to develop their research skills and conduct professional projects.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- produce various types of news writing and present the finished newspaper, TV/Radio, Web , PR product in a concise and professional manner
- gather information from a variety of sources
- conduct interviews in a proper way
- explain the importance of meeting deadlines on time
- analyze a variety of mediums used in communication
- edit and revise writing for grammar, content, and organization
- Write stories with particular audiences, purposes, and voices in mind

4. Indicative Assessment Scheme

- Class Participation
- Project proposals
- Product production
- Project report
- Presentation of final products

5. Indicative Content

- Evaluating info graphics across media
- Visualization of Data
- Web analytics
- APA Style and writing a research paper
- Field working

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	30 hours
Preparation for presentations	20 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Harrower, T.(2010). *Inside reporting: a practical guide to the craft of journalism*. New York: McGraw –Hill.

AP Stylebook, (2013). New York: The Associated Press

AP Stylebook app for iPhone and Blackberry. (2013). New York: The Associated Press.

Hagen, R. (2013). *White space is not your enemy: A beginner's guide to communicating visually through graphic, web and multimedia design*. London: Focal Press.

Course Code and Title: JMC 4707 Broadcast Production and Editing	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Broadcast production and editing topic course serves as an practical study in TV producing. Students will get the opportunity to develop a firm understanding of the demands of the TV industry, and the theories behind successful programming and journalism. The main goal is a practical experience making stories, films and editing material with industry-standard equipment. The course will introduce students to the basic techniques and processes of story selection and twist in the plot of event, research, writing, interviewing, recording and editing in broadcast journalism. Attention will be paid to current actual TV formats and trends in the World television. The course will discuss how to create your own program and how to promote it, calculate budget ideas for TV, and understand TV ratings and viewership.

2. Learning Objectives

The objectives of this course are to enable students:

- To teach international standards in TV - Journalism
- To provide a framework for the organization of working process of journalists and newsroom
- To learn how to work with themes of stories
- To effectively apply multimedia tools in TV production

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- work with different sources
- design unique topics
- create and edit a news story based on accepted industry standards for the appropriate medium
- write news copy clearly and accurately according to news values appropriate to a variety of formats and platforms
- plan budgets for the production of TV-stories and newscast
- competently hold interviews
- shoot and edit a news story
- work on camera

4. Indicative Assessment Scheme

- Group Assignments
- Individual Assignments
- Final Project

5. Indicative Content

- How to work with sources of information
- Rules for the preparation and conducting of a television interview
- Basic elements of stories and newscast
- Genres of TV stories
- How television formats are created
- Ratings and profitability of projects. Advertising and sponsorship potential
- Methodology of designing of stories/topics (pre and post production)

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for Final Assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Harris, P. L. (2012). *Television production & broadcast journalism* (2nd ed.). Tinley Park, Ill.: Goodheart-Willcox Co..

Hudson, G., & Rowlands, S. (2007). *The broadcast journalism handbook*. Harlow, England: Pearson Longman.

Shook, F., & Larson, J. (2013). *Television field production and reporting: a guide to visual storytelling* (6th ed.). Upper Saddle River, N.J.: Pearson.

Tuggle, C. A., & Carr, F. (2004). *Broadcast news handbook: writing, reporting, and producing in a converging media world* (2nd ed.). New York: McGraw-Hill.

Wenger, D. H., & Potter, D. (2012). *Advancing the story: broadcast journalism in a multimedia world* (2nd ed.). Washington, D.C.: CQ Press/SAGE.

Course Code and Title: JMC 4708 Broadcast Public Speaking	Course Credits: 5 ECTS
Prerequisites: None	

1. Course Description

This course should foster a better understanding of the public speaking. It's designed for training preparation and delivery skills of effective oral communication with emphasis on research, organization, and delivery. The work of the course involves writing, speaking, reporting, editing and analyzing of all kind public speeches. It is an opportunity to learn how to deliver reports and ideas on air efficiently with using excellent posture, voice and diction of presenter.

2. Learning Objectives

The learning objectives of this course are to ensure that students understand:

- main concepts of broadcast public speaking;
- main concepts in writing public speeches and broadcast copies for radio, television and online media;
- nature and rules of successful speeches and news delivery;
- principles of effective broadcast public speaking and news presentation;
- ethical principles and obligations in broadcast public speaking;

3. Expected Learning Outcomes

Upon successful completion of the course, students will be able to:

- analyze experiences in interpersonal, group, and public communication
- apply broadcast public speaking skills in news delivery
- deliver professional and personal speeches on air
- effectively listen to public presentation messages and evaluate those messages

4. Indicative Assessments Scheme

- Group project
- Midterm Exam
- Final Portfolio

5. Indicative Content

- Broadcast writing style
- Vocal delivery rules
- Correct pronunciation
- Rhythm and pace
- Stressing with intonation
- Writing for the ear
- Exploring the pitches
- Delivering the texts

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	20 hours
Preparation for projects	25 hours
Preparation for news productions	15 hours

Preparation for Final Portfolio
TOTAL:

15 hours
135 hours

7. Indicative Instructional Recourses

Sprague, J., Stuart, D., & Bodary, D. (2010) *The speaker's handbook* (10th ed.). Belmont, CA: Thomson/Wadsworth.

Utterback, A.S., Freedman, M.G. (2005) *Broadcast Voice Handbook: How to polish your on-air delivery* (4th ed.). Santa Monica, CA: Bonus Books.

Sauls, S.J., Stark, C.A. (2013). *Audio Production Worktext: Concepts, techniques and equipment* (7th ed.). Burlington, MA: Focal Press.

Course Code and Title: JMC 4702 Government Media Relations	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

The objective of this undergraduate level course is to study the basic principles of government media relations. The course will address the relationships among government, media, and citizens, examining cases internationally and locally.

2. Learning Objectives

The objectives of this course are to enable students to:

- Understand and explain the role and principles of government media relations;
- Understand, evaluate and explain cases in government media relations;
- Develop skills and habits characteristic of effective government media relations.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- analyze the role of government media relations in society;
- explain the principles of government media relations to specific cases;
- explain principles of ethical conduct in government media relations;
- develop practical skills in government media relations;
- analyze relevant legal issues.

4. Indicative Assessment scheme

Case Studies
Practical Assignments
Quizzes
Final Exam

5. Indicative Content

Key topics:

- Principles of Media-Government Relations
- Case Studies in Media-Government Relations
- Media-Government Relations and ICTs
- Cross-Cultural Communication and Media-Government Relations

6. Indicative Student Load

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Mack, C.S. (1997) *Business, Politics and the Practice of Government Relations*. Westport, CT: Greenwood Publishing Group.

Park, M.(2010). *De-Westernizing Media Studies*. London: Routledge.

Course Code and Title: JMC 2703 Photojournalism	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Photojournalism is a special topic course designed for undergraduate students. The work of the course involves visual reporting (shooting pictures for different news stories or enterprise features) producing images, writing captions and digital image editing in newspapers, magazines and online publications. The course should foster a better understanding of the visual storytelling in the news industry. It is also an opportunity to learn how to take compelling pictures for news stories with the help of composition, angle, light and camera controls.

2. Learning Objectives

The objectives of this course are to enable students to:

- Understand and explain the role and principles of photojournalism;
- Understand, evaluate and explain cases in visual news reporting;
- Develop photographer skills needed for working in multimedia news environment.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Use digital entry level professional cameras in news reporting;
- Explain news values of various news stories in photojournalism;
- Explain the use of different shots and angles in the given examples (LS, MS, CU, ECU);
- Take different shots (pans, stop action, blurred motion);
- Edit the digital photographs for a news publication;
- Write captions for news photographs in AP style;
- Analyze the ethical dilemmas in the practice of photojournalism around the world.

4. Indicative Assessment scheme

- Photo reporting projects
- Presentations
- Midterm quizzes
- Final portfolio

5. Indicative Content

Key topics:

- basics of j-photography
- using camera: light, shutter speed, aperture, F-stop
- developing shooting skills: panning, zooming, stop action and blurred motion
- types of shots (LS, MS, CU, ECU)
- various photo-reporting assignments
- covering news and feature stories
- working on images and captions
- critical discussion of the current photojournalism issues
- history of photojournalism
- journalistic ethics
- copyright law
- legal aspects of photojournalism

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for photo reporting projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Kobre, K. (2008). *Photojournalism: The professional's approach* (6th ed.). Burlington, MA: Focal press.

Course Code and Title: JMC 4705 Introduction to Documentary	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course is designed for undergraduate students. The course will introduce some examples of modern minidocumentaries and introduce the challenges (like copyright issues, for example) that many filmmakers face at present. During the entire semester students will be working on individual 9-12 minutes minidocumentaries. The course work involves developing story ideas, on-tape interviewing, reporting, writing, video editing and on-air delivery of hard and soft news/feature or enterprise television minidocumentaries. This course is an excellent opportunity to produce original work for student's future portfolio.

2. Learning Objectives

The objectives of this course are to enable students to:

- Understand and explain the role and principles of documentaries in journalism and PR;
- Understand, evaluate and explain cases in journalistic and PR minidocumentaries;
- Develop film-making skills needed for working in multimedia news environment.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Develop story ideas for a proposed minidocumentary;
- Interview the sources on tape;
- Write, apply the required format and edit minidocumentary scripts;
- Shoot, digitize, edit the video using video editing software;
- Voice the final scripts;
- Produce longer television packages;

4. Indicative Assessment Scheme

Shooting and editing exercises

Script writing assignments

Film critiques

Final Minidocumentary

5. Indicative Content

Key topics:

- Broadcast Writing Style
- Using the camcorder: camera shots, white balance, aperture, light, etc
- Interviewing techniques
- Shooting Skills
- Writing final scripts
- Video editing techniques
- Vocal delivery rules
- Ethics and copyright issues in film making

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading and watching	15 hours
Preparation for projects	20 hours
Preparation for final assessment	40 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Aufderheide, P. (2007) *Documentary Film: A very short introduction*. New York, NY: Oxford University Press.

Hampe, B. (2007) *Making Documentary Films and Videos: A practical guide to planning, filming and editing documentaries* (2nd ed.) New York, NY: Holt paperbacks.

Appendix 3

MIJ COURSE BRIEFS

Course Code and Title: CSS 5000 Critical Thinking and Writing	Course Credits: 5 ECTS
Prerequisite : None	

1. Course Description

Critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and claims, to discover and overcome personal preconceptions and biases, to formulate and present convincing reasons in support of conclusions, and to make reasonable, intelligent decisions about what to believe and what to do. As one master teacher of the subject has remarked, critical thinkers exhibit “a passionate drive for clarity, accuracy, and fair-mindedness, a fervor for getting to the bottom of things,...for listening sympathetically to opposite points of view, a compelling drive to seek out evidence, an intense aversion to contradiction, sloppy thinking, inconsistent standards, [and] a devotion to truth as against self-interest.” The general aim of this

2. Learning Objectives

This course fosters the learning outcomes of the Masters programs in the social sciences, all of which aim to develop the analytical, explanatory, expository, and evaluative capabilities of their respective graduate students. The ability to think critically, and to express such a capacity in writing, are fundamental to these capabilities.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- explain the salient features of academic writing (complexity, formality, objectivity, precision, explicitness, accuracy, hedging and responsibility);
- plan and structure a research paper/dissertation;
- read academic sources critically and take notes efficiently;
- use academic sources without plagiarizing (quoting, paraphrasing, summarizing and citing);
- read, critically revise, and edit their writing.

4. Indicative Assessment Scheme

- Writing assignments in class
- Participation in class discussions
- Final assessment

5. Indicative Content

- Recognizing Arguments
- Basic Logical Concepts
- APA style – University of Wisconsin article
- Language
- Logical Fallacies
- Analyzing Arguments
- Evaluating Arguments
- Writing an argumentative paper article
- Abstract and critique writing article

- Categorical Logic
- Propositional Logic
- Ideas Embedded in Narratives
- Writing Argumentative Essays

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Costa, A. (2008). *Developing Minds: A Resource Book for Teaching Thinking*. Alexandria, VA: Association for Supervision & Curriculum Development.

Heuer, Jr. Richards J. (2009). *Psychology of Intelligence Analysis*. Washington, D. C.: Center for the Study of Intelligence.

Graff, G and Birkenstein, K . (2009). *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton and Company.

Course Code and Title: JMC 5611 Principles of Media Management	Course Credits: 10 ECTS
Prerequisite: None	

1. Course Description

This course is designed to provide students with both practical and theoretical knowledge of how to manage a mass media operation. The course looks at print, broadcast and new media operations. It reviews hiring, promoting, disciplining, and firing of employees; short-term and long-term planning; the budgeting and accounting process, including making mid-course corrections in operational and equipment budgets; and how to work with news and non-news departments, including publishers and broadcast managers, sales and marketing, and production. In the process, it requires students to apply and develop their communication skills of research, analysis and both written and oral communication.

2. Learning Objectives

This course is designed to ensure that students have the knowledge and skills:

- To provide overall management of a news operation.
- To oversee various media company departmental operations: human relations, editorial, sales/marketing, print production, video, new media, accounting, etc.
- To plan and budget for a media operation.
- To recognize different media management opportunities, from small entrepreneurial operations to large conglomerates.
- To adapt to emerging media management challenges, such as convergence and changes driven by technology, the gradual disappearance perhaps of most printed media, unionism, globalism, fragmentation and conglomeration.
- To develop essential decision-making, organizational and social skills demanded of successful managers in working with employees and with supervisors.
- To enhance basic skills in research, analysis, and written and oral communication.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain current trends, challenges and opportunities facing entrepreneurs and executives in the Communications Industry.
- Research and analyze business challenges and opportunities in preparing a business development plan.
- Properly organize, write and prepare a business development plan.
- Explain the different challenges facing small entrepreneurial media as opposed to large corporations and conglomerates.
- Explain management challenges and opportunities within an organization's human resources.
- Explain and demonstrate within a business plan an understanding of basic financial planning, budgeting and accounting challenges and requirements.
- Explain other management and decision-making techniques needed for success.
- Explain major ethical and legal considerations with which media managers must deal.
- Demonstrate enhanced skills in both written and oral communications.

4. Indicative Assessment Scheme

- Individual Presentations
- Individual Projects
- Team Projects
- Final Assessment

5. Indicative Content

- Introduction to Principles of Media Management
- Developing Mission, Vision and Values
- Organizational Structure and Change
- Strategizing
- Goals and Objectives
- Organizational Culture
- Decision Making
- Communication in Organizations
- Learning People and Organizations

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for presentations	70 hours
Preparation for final assessment	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Keung, L. (2008). Strategic Management in the Media: Theory to practice. London, UK: Sage.

Course Code and Title: JMC 5612 Advanced Media Writing	Course credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course will cover professional news writing techniques for newspapers and magazines, such as hard news reporting, feature articles, investigative reporting, and government reporting. It will not only prepare you to work in journalism, but help you get a “foot in the door” to start gaining the experience and samples that—depending on your ability and effort— will make you a professional journalist even before graduating. You will report on events in the community, business, etc. We also emphasize critical thinking and ethics, with a focus on professionalism and serving readers. The course goes beyond basic principles and skills to refine and fine-tune your ability to design, plan, and write publishable articles. We cover how you can find opportunities and get published in a number of publications, photography, and how to work as a freelancer.

2. Learning Objectives

To enable students to:

- discern the inner workings of the journalistic process
- edit better by analyzing your own work and that of others
- conceive, plan and execute publishable articles in a field of your choice
- grasp and apply professional interviewing techniques
- research, prioritize, synthesize, and manage information
- decide on the best professional focus for your career goals
- create your own journalistic “voice”
- work as a journalist and establish professional credibility and relationships

3. Intended learning outcomes

Upon successful completion of the course, students will be able to:

- design an effective and attractive story idea, including topic, angle and scope
- structure any story for maximum clarity and impact
- explain the varieties of news stories and discuss their characteristics and styles
- analyze and apply primary concepts and theories of news
- explain existing principles of how news operates in and influences society
- use and practice specific media writing skills
- explain the ethical effects and professional action of journalists
- write clearly, engagingly, and succinctly in English
- submit at least two stories in commercial publications

4. Indicative Assessment Scheme

- writing assignments across a range of genres
- essay
- in-class editing exercises
- final assessment

5. Indicative Content

- Story generation and refinement

- Grammar and usage
- Reading the market and finding gaps in niches
- The varieties of journalistic experience
- Targeting editors and readers
- Finding and using sources
- Interviewing skills
- Editing skills.
- Rewriting tips and tricks
- Story structure and flow

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Rich, C.(2010). *Reporting and Writing News*. Boston: Wadsworth.

Harrower, T. (2013). *Inside Reporting: A Practical Guide to the Craft of Journalism*.

New York: McGraw-Hill.

Course Code and Title: JMC 5619 Advertising & Media Sales	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course is designed to give a broad understanding of promotional mix in the framework of integrated marketing communication (IMC). Major focus is given to advertising as a rational and creative marketing medium – but not the only one.

2. Learning Objectives

The objectives of this course are to enable students to:

- Think strategically and distinguish between the least and most effective communication tools in any particular campaign.
- Understand the process of advertising campaign development.
- Improve their communication and creative skills in integrating marketing tools.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- distinguish between the least and most effective communication tools in any particular campaign;
- describe the process of advertising campaign development;
- use integrated marketing and communication tools to create advertising as a rational and creative marketing medium.

4. Indicative Assessment Scheme

- Individual Presentation
- Team Projects
- Individual Projects
- Class Participation
- Final Assessment

5. Indicative Content

- Introduction to key concepts, including IMC.
- Situation Analysis & Research: Problems & Opportunities;
- Marketing Objective;
- Budget & Strategy
- Creativity;
- Advertising Media
- Sales Promotions Evaluation;
- Consumers;
- Marketing Mix
- Media Strategy

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Arens, W. (2010). *Contemporary Advertising*. New York: McGraw-Hill.

Avery, J. (2010). *Advertising Campaign Planning*. Chicago: The Copy Workshop.

Hopkins, T. (2011). *Selling for Dummies*. Oxford: Wiley Publishing Inc.

Course Code and Title: JMC 5621 Internship 1	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Internship offers students a chance to gain professional skills. Experience is a crucial factor in employment. When you apply for a job, the employer will look for your practical experience. Internship is one way to gain this professional experience. This course aims at providing students with an opportunity to work in real-world organizations (media outlets, PR, marketing and advertising departments, TV and radio stations, advertising and event agencies, production and film studios, etc.) and acquire marketable skills in the areas of their internships.

2. Learning Objectives

- To immerse a student in the reality of Kazakhstani and international media, communication and PR field and help them learn more about career choices;
- To get the students introduced to the work of mass communication and PR professionals;
- To help develop analytical, communication, team-working, decision-making and other professional skills;
- To give the students hands-on reporting and writing experience in a professional newsroom; experience in planning and implementing strategic campaigns;
- To give the students an opportunity to build a portfolio that will strengthen their applications for post-graduate jobs; employers will require previous experience and gauge a candidate's ability through their work samples;
- To improve the student's understanding of how market-based analysis can help them better understand economic and social problems; enhance the student's awareness of the real-life situation in the chosen field;
- To help identify necessary skills and knowledge in order to focus in their following academic program;
- To develop a network of professional contacts that will help them launch a career in mass communications and public relations area.

3. Intended Learning Outcomes

Upon successful completion of an internship, students, depending on the nature of their internship, will be able to:

- gather, explore and select appropriate information and construct a media text;
- write for different style media (print, broadcast, online),
- plan and implement PR and advertising campaigns;
- participate in special projects, events;
- work under time pressure and deadlines

4. Indicative Assessment Scheme

- Internship Reports

- Internship Portfolio
- Intern Evaluation by the company supervisor
- Final Report and Presentation

5. Indicative Content

The students' internship expectations mostly depend on them. He/she should learn as much as possible and get as much as he/she can. This is a great opportunity to learn more about the professional field and career choice. They need to file everything they did during the internship: articles, video, projects, etc. It will help them build a nice professional portfolio needed for further employment.

They will also participate in all the meetings and other activities held at the internship site to get profession - based tools and to help understand today's most important political and social problems, market needs and expectations. It's an opportunity for them to increase their career options by getting an up-close look at life in a real company.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Internship	95 hours
Meeting with supervisor	10 hours
Preparation for assessment	30 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Fedorko, J. (2006) *The Intern Files: How to get, keep and make the most of your internship*. New York, NY: Simon Spotlight Entertainment.

Oldman, M., Hamadesh, S. (2004) *The Internship Bible: 100,000 opportunities to launch your career*. New York, NY: Random House.

Course Code and Title: JMC5622 Advertising Writing, Layout & Strategies	Course credits: 10 ECTS
Prerequisite: None	

1. Course Description

This course is designed to provide students with language skills to write effective advertising copy, computer skills to produce advertising, plus an understanding of the strategies for effectively designing and implementing an advertising campaign.

2. Learning Objectives

The objectives of this course are to enable students to:

- Think strategically and distinguish between the least and most effective communication tools in any particular campaign.
- Understand the process of advertising campaign development.
- Improve their communication and creative skills in implementing advertising products.
- Write effective advertising copy.
- Create effective advertising products using desktop publishing, video editing, graphic editing and other software.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- describe the process of advertising campaign development;
- distinguish between the least and most effective communication tools in any particular campaign;
- produce effective advertising copy and products (using desktop publishing, video editing, graphic editing and other software);
- communicate ideas persuasively and effectively.

4. Indicative Assessment Scheme

- Presentations
- Team Projects
- Individual Projects
- Class Participation
- Final Exam

5. Indicative Content

- Introduction to key concepts, including IMC.
- Dimensions of Advertising
- Marketing & Consumer Behavior
- Advertising Research and Planning
- Creative Strategy, Process and Execution
- Relationship Marketing

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for Final Test	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Avery, J. (2010). *Advertising Campaign Planning*. Chicago: Copy Workshop.

Arens, W. (2010). *Contemporary Advertising*. New York: McGraw-Hill.

Kelley, L. (2011). *Advertising Media Planning: A Brand Management Approach*. New York: M.E.Sharpe.

Course Code and Title: JMC 5623 Writing for Russian Language Media	Course Credits: 10 ECTS
Prerequisite: None	

1. Course Description

This course is designed to introduce a local media environment to the senior BAIJ students. It is a good chance to network with local journalists. Most of the local editors and heads of PR agencies complain that KIMEP's students are not able to write in the local languages, do not understand the local professional environment. However this course offers basic skills in reporting and news writing according to the western professional standards. The main objective is to help develop a clear, concise writing style and a passion for thorough, accurate reporting. Students will get information about the visual attitude to news in newspapers. The last classes are on how to identify professional press release and copywriting for advertisement and how to differentiate it from the news writing in print journalism. At the end of this course students will produce a special issue of four page newspaper.

2. Learning Objectives

- To move students as close as possible to the local world of journalism where they will report and write on deadline, as well as work through editing process with their professor.
- To introduce to the potential local areas of their work – journalism, advertising and public relations, where writing skills are the first priorities

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- distinguish between journalism, public relations and copywriting;
- select information on the basis of correctness, accuracy, reliability and completeness;
- present information in appropriate Russian and an effective journalistic form;
- present information in the form of images or graphics, in all kinds of combinations of words, sounds and images;
- write balance news stories by using methods such as check/double-check and balancing systematically;

4. Indicative Assessment Scheme

Portfolio:

- Speech, meeting, or press conferences covering story
- News stories, press releases and other copy (film and book reviews)
- Interview
- press releases

5. Indicative Content

- Writing in Journalism.
- Media profile of Kazakhstan.
- Interviewing techniques.
- The elements of news and feature writing

- Editing process and principles of headline writing.
- Press conference
- Writing for public relations and advertising

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for presentations	70 hours
Preparation for Final assessment	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Melvin, M. (2007). *Basic Media Writing*. New York: Mcgraw-Hill Humanities.

Kim, M. (2009). *Journalistic Genres*, Saint-Petersbourg: Mikhailov Publising.

Voroshilov, V. (2007). *Journalism: Basic course*. Saint-Petersbourg: Mikhailov Publising.

Tertychnyi, A. (2009). *Genres of Print Journalism*. Moscow: MGU.

Course Code and Title: JMC 5624 Broadcasting in Russian	Course Credits: 10 ECTS
Prerequisite: None	

1. Course Description

The Broadcasting in Russian course prepares students to work in the local media market. It offers hands-on classes to train students to become proficient with industry standard tools and practice in the fields of broadcasting and audio production. Students also develop an understanding of the concepts behind the production of audio and video. The course developed in consultation with the media industry, and in accordance with the standards set by the professional training bodies for broadcast journalists. Students will be given an academic education to degree level and professional training which will equip them on graduation for employment in the media. The program includes instruction in radio programming, TV news, voice-overs, audio recording, sound mixing, copywriting and ethical considerations in Broadcasting. Considering that convergence is sweeping currently through the broadcast profession, this course will include workshop on how to adapt broadcasting products for the Web.

2. Learning Objectives

Through assigned readings, the workshops, and the completion of a series of practical assignments, students will be trained in the following areas:

- Various audio and video recording techniques.
- TV camera placement and operations: color balancing, camera optics, light levels and the use of special filters.
- Lighting techniques.
- Elements of effective visual composition.
- Editing techniques and montage.
- Postproduction, including associated audio and video equipment.
- Critique the strengths and weakness of TV productions.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- write smooth, accurate, grammatically-correct complete Radio and TV news;
- plan, prepare, record and edit news, interview and reportage items for broadcasting;
- reflect critically on professional practice and professional communication skills as applicable to broadcast journalism
- adapt their products for Web and post it on YouTube

4. Indicative Assessment Scheme

- Participation and class activity
- Home assignments
- Quizzes
- Midterm newscasts
- Final TV production
- Contribution to YouTube

5. Indicative Content

- Writing for Broadcast Journalism: Sources. Writing for broadcast verses writing for print; Writing news stories; Television News Story Forms: the VO/SOT. Using attribution;
- Newscast production: TV Pre-Production: Use of video camera; Camera set-up at location; Interviewing; Script writing; Storyboarding; Action plan. Reporter package (PKG); Wraps;
- Speaking for Broadcasting: Speaking to the camera. Pace. Diction, TV anchor
- TV Production Activities: workshop with the professional reporter from the industry. Camera use;
- Video shooting. Lighting; Capture video; Editing. Montage. Voice overs; Sound bites; Transitions;
- Post-Production Activities;
- The New World of Multimedia. Convergence. Adaptation of Broadcasting to the Web;
- Ethics of Broadcasting

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for productions	70 hours
Preparation for Final assessment	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Tuggle, A.(2013). *Tuggle Broadcast News Handbook: Reporting and Producing in a Converging Media World*. New York: McGraw Hill.

Knyazev, A. (2009). *Broadcasting Journalism Handbook*. Moscow: MGU.

UNESCO, (2006) Basics of Video Production: Camera, sound, editing, documenting reality. DVD video collections.

Course Code and Title: JMC5627 Public Relations Campaigns	Course credits: 10 ECTS
Prerequisite: None	

1. Course Description

We will cover how to identify, create, implement and evaluate public relations strategies using research-based goals. This course will maximize practical activities based on key principles of the field, and bridge international and regional characteristics of a campaign. This course will extend previous classes in PR and prepare you for final work on the topic and for work after you graduate. This realistic approach, from concept to pitch, should prepare you to work immediately and effectively in any professional PR agency in Kazakhstan.

2. Learning Objectives

The objectives of this course are to enable students to:

- Analyze the PR process: research, creative ideation, organization, programming, evaluation and pitching
- Explore the concept of “publics” and how they relate to practitioners and society
- Develop PR strategies toward productive campaign outcomes
- Explain a variety of problem/solution approaches, including nonverbal, to case studies
- Convey the actions and duties of public relations practitioners
- Compare various types of PR campaigns, such as community relations, employee communications, government relations, lobbying, media relations, and public affairs
- Introduce and improve technical and production skills, e.g. media buys, writing copy, press releases, and speeches

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain the main aspects of persuasive communication, especially as related to PR;
- Plan creative and persuasive platforms;
- Define the objectives, principles and concepts of international Public Relations;
- Analyze and critique PR materials, strategies and activities;
- Produce high-quality PR programming, such as press releases, scripts, and flyers;
- Design your own campaign from concept to evaluation, and justify each aspect;

4. Indicative Assessment Scheme

- Portfolio Materials
- Project Presentations
- Midterm Exam
- Final Assessment

5. Indicative Content

- Principles of PR, such as research, planning, conceptual design, programming, and evaluation

- Main practices, such as writing releases and scripts, designing pages,
- Research, such as desk, mass audience, and psychological
- Designing the overall steps of a campaign
- Creativity: how to increase, apply and take advantage of it

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for presentations	70 hours
Preparation for final assessment	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Smith, R. (2009). *Strategic Planning for Public Relations*. New York: Routledge.

Guth, D. (2005). *Adventures in Public Relations : Case Studies and Critical Thinking*. London: Allyn and Bacon.

Bivins, Th. (2008). *Public Relations Writing*. New York: MacGrow-Hill.

Course Code and Title: JMC 5653 Public Relations Management & Strategies	Course Credits: 10 ECTS
Prerequisite: None	

1. Course Description

This course is designed to provide students with theoretical knowledge of public relations and hands-on, practical experience. It reviews PR-related communication theories. It covers the importance of PR-related research in developing PR plans, including appropriate strategies and tactics. It helps students develop skills in producing PR products and employing those tactics, including skills in the use of online media. It also discusses professional ethics in public relations.

2. Learning Objectives

The objectives of this course are to enable students:

- To understand the principles, theories, and practices of modern public relations.
- To understand and develop the required skills to conduct PR-related research.
- To understand and develop the required skills to create PR plans based on research results.
- To understand and develop the required skills in applying PR strategies and tactics to achieve the goals and objectives of a PR plan.
- To understand other important management principles that help PR managers achieve success.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Use informal and formal research methods to understand existing PR obstacles and opportunities.
- Create a PR plan based on research findings.
- Develop PR products (tactics) to achieve a PR plans goals and objectives.
- Evaluate the results of an implemented PR plan so a new plan can be developed.
- Explain how these methods are essential to effective PR management.
- Explain other key principles that help PR managers succeed in their profession.

4. Indicative Assessment Scheme

- Skills-Based Final Test
- Class Participation
- Individual Presentations
- Individual Projects
- Team Projects

5. Indicative Content

- PR plans
- PR Tactics
- Models and Approaches to PR
- PR as a Management Function

- Identifying and Prioritizing Stakeholders and Publics
- PR Research
- PR Process
- Ethics and Leadership in PR
- Organizational Factors for Excellent PR

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for presentations	70 hours
Preparation for Final Test	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Austin, E. (2010). *Strategic Public Relations Management*. Mahwah, NJ: Lawrence Erlbaum Associates.

Baughman, K. (2010). *Inside the Minds: Public Relations Best Practices*. Boston: Aspatore Books Inc.

Caywood, C. (2011). *The Handbook of Strategic Public Relations and Integrated Marketing Communications*. New York: MacGrow-Hill.

Course Code and Title: JMC 5657 Online Journalism	Course Credits: 10 ECTS
Prerequisite: none	

1. Course Description

This course develops capacities and knowledge essential to anyone entering journalism, public relations and related fields. Students will learn a variety of skills for gathering and presenting digital information including text, images, audio, and video.

2. Learning Objectives:

This course helps achieve several of the department's learning objectives:

- Understand the role of journalism and mass media in society.
- Understand the principles underpinning the practice of journalism and mass communication.
- Understand and apply major ethical standards related to the practice of journalism and mass communication.
- Understand and apply legal issues related to the practice of journalism and mass communication in Kazakhstan.
- Understand the impact of new information technologies on the practice of journalism.
- Understand historical and contemporary journalism practices in CIS and Kazakhstan and in other regions of the world, as well as major social, economic, and political issues affecting those practices.
- Develop the analytical skills necessary to critically evaluate professional communication.
- Develop the analytical skills necessary to conceive, report, and produce news for print and other journalistic
- Media.
- Develop the language and other skills necessary to communicate effectively as a professional communicator.
- Develop the skills and understanding necessary to conduct research using a variety of methods (interviews,
- documentary research, etc.).
- Develop the technical skills necessary to communicate effectively in a multimedia environment.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Create effective news stories, considering not just the words but also photos, audio, video and related links;
- Apply the skills needed to be an effective reporter and be able to demonstrate those skills in reporting the news;
- Explain the stylistic and content differences between online news stories and blogs and have the skills to do both effectively;
- Create and upload a blog;
- Create a podcast and how to turn that podcast into a video podcast;
- Create a news video using video editing software;
- Analyze how online journalism currently functions in Kazakhstan.

4. Indicative Assessment Scheme

- Preliminary assignments
- Real news articles, blogs, podcast & video
- Individual presentations
- Final Exam

5. Indicative Content

- Reporting Online
- Blogging: Concept, format, style
- Online Storytelling Techniques
- Online Design Tools
- Multimedia Techniques
- Creating Audio, Video and Data for online media: language, style and tools

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 270 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	35 hours
Preparation for projects	70 hours
Preparation for presentations	70 hours
Preparation for Final Test	35 hours
TOTAL:	270 hours

7. Indicative Instructional Resources

Thornburg, R.M. (2010) *Producing Online News: Digital skills, stronger stories*. Washington, DC: CQ Press College.

Course Code and Title: JMC 5661: Thesis I	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces students to theories and quantitative and qualitative methodologies useful for conducting research for their theses/professional projects. The course will examine such quantitative methods such as surveys, content analysis, and experiments. Qualitative methods introduced in the class include participant observations, in-depth interviews, focus groups, and textual analysis. It will explain how to find and use literature, how to develop a study/project concept, and how to write effective research questions.

Much of the class will involve using and practicing, as well as critiquing, major and advanced theories and research techniques. The course will also systematically consider the ethical aspects of research, with individuals, groups and societies. We will cover how to publish articles and make conference presentations. The second half of the semester will focus on discussing Thesis ideas so that students end the semester with a feasible and interesting proposal.

2. Learning Objectives

The objectives of this course are to enable students to:

- properly conduct qualitative and quantitative research in the area of mass media / mass communication
- effectively use the library, and the vast number of online tools at their disposal to properly build a thesis
- design research, using a template
- write a research prospectus/proposal, and use it for your research design and initial defense
- summarize main concepts and theories of, and practical approaches to, media
- compare traditional to online persuasion media
- analyze messages and conduct interviews
- explain social, ethical, and moral aspects of research

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- write a problem statement and research question(s) for your topic;
- design a purpose of the study for your research;
- explain and discuss the role of a review of literature in a thesis;
- design methods and procedures for thesis analysis;
- apply instrumentation, data collection, and data analysis;
- identify inherent weaknesses and limitations of research;
- propose the significance of a study;
- link concepts and skills related to media production, distribution, and reception;
- explain and address traditional and online media processes.

4. Indicative Assessment Scheme

- Thesis Development
- Thesis Proposal with Annotated Bibliography

- Thesis Presentation

5. Indicative Content

- process, content, and cultural of research;
- the role of media in the modern world;
- quantitative and qualitative theoretical approaches to research;
- research publication structure, language, and other conventions;
- ethical approaches and standards;
- developing research designs and plans;
- APA format.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	40 hours
Preparation for thesis proposal	20 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Nachmias, C. (2010). *Research Methods in the Social Sciences*. Duffield:Worth Publishers.

Flick, U.(2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. SAGE.

Wimmer, R. (2010). *Mass Media Research:An Introduction*. Boston: Cengage Learning.

Course Code and Title: JMC 5666 Introduction to Kazakhstani Media Market	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces students to the basics of entrepreneurship and evolving business models for media. It blends instruction in general entrepreneurship concepts with how the Internet and digital technologies are transforming media economics, using recent news and communication startups as case studies for applying entrepreneurial principles. Students will identify, develop and pitch ideas for media businesses; research and write a business case study; and perform skill-building exercises in business analysis and digital technologies. Local entrepreneurs will meet with the class to discuss strategies and trends.

Economic theory applied to analysis of mass media industries. Structure and performance of mass media and advertising industries. Economic analysis of competition within mass media and advertising industries. Prepares students to conduct economic analyses of mass media behavior and performance.

This course surveys economic analysis of the mass media and advertising industries in market economies. The purpose is to provide you with knowledge about mass media economic theory and research so you can apply these analytical tools to understanding mass media performance.

The class will have a seminar format. You will be judged on your intellectual contribution to the discussion. The assignments should be read before class, and you should be prepared to discuss the content of the readings.

2. Learning Objectives

- To introduce students to the substantial, theoretical and empirical dimensions of the Kazakhstani media system.
- To examine the increasing impact of digital convergence on the media organizations operating in
 - Kazakhstan.
- To distinguish economic aspects and market - based mechanisms behind tendencies toward concentration in Kazakhstani media market.
- To train students to analyze the latest political, technological, and cultural issues affecting media industries in Kazakhstan
- To scrutinize the differences between Kazakhstani Media Market and the US and European media markets, and
- to compare it with media industries of the other CIS countries.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- grasp the substantial, theoretical and empirical dimensions of the structure of Kazakhstani media systems;
- understand the real-world institutional context for a future job including legal restrictions and undeveloped industrial codes of practice, issues of libel, copyright, contempt of court and privacy;

- analyze the latest political, technological, and cultural issues affecting media industries in Kazakhstan;
- scrutinize economic aspects and market-based mechanisms behind tendencies toward concentration in Kazakhstani media market, including the influence of large multinational media corporations like Nur-Media holding;
- estimate how digital convergence is impacting media organizations operating in Kazakhstan.
- enter the workplace in a variety of communications-related industries, as well as in research, consulting, education, and in the communications, policy and regulatory agencies of government, or to pursue doctoral studies in journalism and mass communication or other related disciplines.

4. Indicative Assessment Scheme

- Participation and class activity
- Home assignments
- Quizzes
- Midterm
- Presentation
- Final paper

5. Indicative Content

- Microeconomics, Media Markets, and Media Economic Models;
- Digitalization and Media business models;
- New Trends of Journalism: New Business Models, Media Ownership, and Preserving Editorial Independence;
- Advertising: Introduction to the advertising industry and economic theory;
- Overview of print media and demand in the newspaper market;
- Consumer behavior, production costs, and profits;
- Introduction to the Broadcast and Cable TV Industry;
- Market Behavior and Diversity;
- New Media and the Internet.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for class assignments	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Vartanova, E.(2003). *Media Economics*. Moscow: MGU.

Monroe, E. (1996) *Television, the public sphere, and national identity*. Oxford: Clarendon Press.

Napoli, P. (2009). *MEDIA ECONOMICS & MEDIA POLICY: THE GOOD AND THE BAD*.

Media Economics. Theory and Practice. London: LEA.

Athey, S. (2011). *The Impact of the Internet on Advertising Markets for News Media*. Cambridge, MA: Cambridge Press.

Picard, R. (2011). *MAPPING DIGITAL MEDIA: DIGITIZATION AND MEDIA BUSINESS MODELS*. New York: Open Society Foundations.

Course Code and Title: JMC 5606 Research Methods in Mass Communication	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces graduate students the theories and application of communication research through qualitative and quantitative research techniques. It will examine the paradigms, methods and techniques that can be applied to research in Journalism, PR and Advertising. Students will study surveys, case studies, experimental and quasi-experimental research, observation, focus group discussion, in-depth interview, content analysis, and document analysis. It will also examine the planning and setting out of research papers as well as the application of statistical packages such as the SPSS to data analysis. Students taking this course will be required to develop research proposals on any aspect of media and communication for their future Theses and to apply the obtained research skills in carrying out their Thesis proposals.

2. Learning Objectives:

- To introduce students to the main quantitative and qualitative methods used in Communication Research.
- To examine the increasing use and acceptance of qualitative methodologies in Media Research.
- To train students to develop their research skills and conduct research projects.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

8. Distinguish between the major theoretical orientations to media research;
 - Demonstrate an ability to conduct a small applied media study using survey, content analysis, focus groups, participant observation, in-depth interviews and other quantitative and qualitative methods;
 - Obtain and evaluate research sources;
 - Write an academic research proposal;
 - Construct a literature search and create a preliminary literature review for their future thesis;
 - Develop and defend an initial plan for their theses;

4. Indicative Assessment Scheme

- Participation and class activity
- Home assignments
- Quizzes
- Midterm
- Final paper
- Presentation

5. Indicative Content

- Characteristics of scientific research and research approaches;
- Data Gathering Methods;
- Topic selection and writing a research proposal;

- Literature review and theoretical framework;
- Methodology;
- Results: Description of the sample, analyses;
- Discussion and recommendations;
- APA Style;
- Digital approach to Mass Media Research and documentation.

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Wimmer, R. (2008). *Mass media research: An introduction*. Belmont, C.A.: Thomson Wadsworth.

Berger, A. (2010). *Media and communication research methods: an introduction to qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.

Stewart, T. (2010). *Principles of Research in Communication*. Boston: Allyn and Bacon.

Altheide, D. (2010). *Qualitative Media Analysis*. Thousand Oaks: Sage Publications.

Klaus, B. (2011). *A handbook of Media and communications research methods*. New York: Routledge.

Course Code and Title: JMC 5655 Crisis Communication	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

Crisis Communication course serves as an introduction to the study of conflict and examines conflict on social, interpersonal, and organizational levels. The objective of this course is to study the basic principles of crisis communication. The course will discuss how to identify and manage conflicts in various situations and how to plan, implement, and evaluate a crisis communication plan. Conflict theories and real-life crisis communication case-studies will be examined to learn strategies and tactics. Effective social media instruments and methods used in conflict resolution will be addressed given the importance of new media tools in conflict management. The course will be conducted in combination of formats, including lectures, class discussion, group and individual projects. Students must consistently complete their assigned tasks to enhance their understanding of the subject matter.

2. Learning Objectives

The objectives of this course are to enable students:

- To examine the environment to recognize potential internal and external threats to the organization, crisis and conflict risks
- To master theoretical models of crisis communication
- To identify elements and components of a crisis
- To effectively apply techniques and instruments to prevent crises
- To draft and continually improve a crisis communication plan
- To plan, implement, and evaluate a crisis communication plan

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- describe and evaluate the basic principles and theoretical models of crisis communication;
- identify the role of different factors affecting crisis and conflict in an organizational setting;
- write a crisis communication plan and crisis communication case study; and
- apply effective techniques to deal with real-life crises and communicate with key stakeholders.

4. Indicative Assessment Scheme

- Group Assignments
- Individual Assignments
- Final Project

5. Indicative Content

- Crisis communication best practices: pre-crisis, crisis and post-crisis
- Drafting and continually improving a crisis communication plan
- Crisis communication DOs and DON'Ts
- Effective internal and external communications, identifying and communicating with the key stakeholders
- Cultivating, enhancing, and maintain relationships with the media, effective interview and presentation skills for media relations
- Drafting press-releases, conducting press-conferences, utilizing social media to distribute information and get feedback

- Ethics and legal aspects during crisis communication

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for Final Assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Fearn-Banks, K. (2009). *Crisis Communications: A Casebook Approach*. Mahwah, NJ: Lawrence Erlbaum

Barton, L. (2009). *Crisis in Organizations II*. SoutWestern College Pub

Coombs, W.T. (2010). *Ongoing Crisis Communication: Planning, Managing, and Responding*. SAGE

Course Code and Title: JMC 5610 Advanced News Editing	Course credits: 5 ECTS
Prerequisite: None	

1. Course Description:

This graduate course is designed to train students in the role of news editors in the changing modern multimedia environment. The course equips students with the advanced skills to edit texts, audio, video, photographs, graphics and provides them with context to deal with news in converged news media.

2. Learning Objectives

The objectives of this course are to enable students to:

- develop the analytical skills needed to critically evaluate professional communication materials and performances;
- describe and evaluate the elements of ethical and professional practices related to journalism and mass communication;

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- analyze the process of advanced editing in online, print, broadcast news media;
- explain the differences in editing techniques used in broadcast, print and online styles;
- apply advanced skills in editing texts, audio, video, photographs, graphics.

4. Indicative Assessment Scheme

Editing exercises
Midterm Exam
Production of News publication
Final Assessment

5. Indicative Content

- Editing media texts: words, sounds, pictures and video
- AP style rules and application
- News judgment
- Grammar skills
- Good writing
- Editing for clarity
- Legal issues, ethics and bias
- Headlines
- Information graphics
- Designing Pages
- Online News editing

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	15 hours
Preparation for projects	30 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Stepp, C.S. (2008) *Editing for Today's Newsroom: A guide for success in a changing profession* (2nd ed.). New York, NY: Routledge.

Course Code and Title: JMC 5702 Government Media Relations	Course Credits: 5 ECTS
Prerequisites: None	

1. Course Description

The objective of this course is to study the basic principles of government media relations. The course will address the relationships among government, media, and citizens, examining cases internationally and locally.

2. Learning Objectives

The objectives of this course are to enable students to:

- Understand and explain the role and principles of government media relations;
- Understand, evaluate and explain cases in government media relations;
- Develop skills and habits characteristic of effective government media relations.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Analyze and explain the role of government media relations in society;
- Apply principles of government media relations to specific cases;
- Explain principles of ethical conduct in government media relations;
- Develop and demonstrate practical skills in government media relations;
- Analyze relevant legal issues.

4. Indicative Assessment Scheme

Case Studies
Practical Assignments
Quizzes
Final Exam

5. Indicative Content

Key topics:

- Principles of Media-Government Relations
- Case Studies in Media-Government Relations
- Media-Government Relations and ICTs
- Cross-Cultural Communication and Media-Government Relations

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	15 hours
Specialized reading	25 hours
Preparation for projects	20 hours
Preparation for presentations	15 hours
Preparation for final assessment	15 hours
TOTAL:	135 hours

7. Indicative Instructional Resources

Mack, C.S. (1997) *Business, Politics and the Practice of Government Relations*. Westport, CT: Greenwood Publishing Group.

Park, M.(2010). *De-Westernizing Media Studies*. London: Routledge.

Course Code and Title: JMC 5014.2 Psychology in Communication	Course Credits: 3 ECTS
Prerequisite: None	

1. Course Description

Psychology in communication is a field of study concerned with the role of human thought, emotion, and behavior in mass communication in all of its forms and manifestations.

2. Learning Objectives

The main goals of the course are:

- To introduce the major components of what is meant by “Psychology in Communication”;
- To present the psychological dimension can effect communication at all levels from the individual to the group, the smallest social unit to the largest;
- To provide critical perspectives on the ultimate meaning of communication and perception as social phenomena;
- To assess the impact of the psychological on the deliberate act of communication;
- To trace changes in the nature of our understanding of psycho-dynamics and mass communication over time;
- To examine the history of media, with emphasis on the role of psychological needs and human desires.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Describe the impact of psychological processes on the formulation of mass messaging
- Analyze the extent to which psychological needs influence opinion makers, other individuals, and groups
- Explain the limitations of rationality as applied to information processing
- Assess the degree to which a recognition of psycho-dynamics can contribute to our ability to devise practices and institutions that can mitigate the most pernicious effects of such or promote the most hoped for effects of such on society
- Relate and compare the explanatory power of a psychological explanation of mass communication dynamics to other dominant theories of mass communications

4. Indicative Assessment Scheme

- Midterm assessments
- In-class written assignments
- Final assessment

5. Indicative Content

The key topics are:

- Media psychology
- Media content: televised violence
- Influence of the media: persuasion, advertising, prosocial/antisocial behaviors
- Media and Audience
- Framing Theory

- Psychology and the Internet

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 81 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	27 hours
Specialized reading	18 hours
Preparation for midterm assessment	21 hours
Preparation for final assessment	15 hours
TOTAL:	81 hours

7. Indicative Instructional Resources

Giles, D. (2010) *Psychology of the Media*. New York, NY: Palgrave MacMillan.

Harris, R.J., Sanborn, F.W. (2014) *A Cognitive Psychology of Mass Communication* (6th ed.), New York, NY: Routledge.

Course Code and Title: JMC 5013.1 Communication Management	Course Credits: 2 ECTS
Prerequisite: None	

1. Course Description

This course is designed to provide students with both practical and theoretical knowledge of how to manage a communications operation. This course provides an overview of management principles, coupled with real-life or realistic experiences.

2. Learning Objectives

The main goals of the course are:

- To run a communications-related operation.
- To oversee various media company operations: human relations, editorial, sales/marketing, print production, video, new media, accounting, etc.
- To provide planning, budgeting and accounting aspects of management.
- To adapt to different communication management opportunities, from small entrepreneurial operations to large conglomerates.
- To develop essential decision-making, organizational and social skills demanded of successful managers in working with employees and with supervisors.
- To enhance basic skills in research, analysis, and written and oral communication.

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Explain current basic trends, challenges and opportunities facing entrepreneurs and executives in the communications Industry.
- Explain the use of a variety of communication tools that can help an organization achieve its information, communication and promotional goals.
- Define effective PR tactics to promote organizational goals.
- Explain the challenges of direct interpersonal communications in achieving organizational goals.

4. Indicative Assessment Scheme

- Midterm assessments
- In-class assignments
- Final assessment

5. Indicative Content

The key topics are:

- PR as a Strategic Management Function
- The relationship between PR and Marketing
- Strategic Management, Strategic Communication and Organizational Leadership
- Selected communication theories
- Communication in Globalization era

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 54 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	15 hours
Specialized reading	15 hours

Preparation for midterm assessments	14 hours
Preparation for final assessment	10 hours
TOTAL:	54 hours

7. Indicative Instructional Resources

Sriramesh, K., Zerfass, A., Km J.-N. (2013) *Public Relations and Communication Management: Current trends and emerging topics*. New York, NY: Routledge.

Gruning, J. (2008) *Excellence in Public Relations and Communication Management*. New York, NY: Routledge.

Course Code and Title: JMC 5656 Broadcast Journalism Practicum	Course Credits: 5 ECTS
Prerequisite: None	

1. Course Description

This course introduces graduate level students to radio and television journalism. It examines gathering, evaluating, writing, and performing broadcast news copy. The emphasis for the course is placed on the writing of broadcast news. The course teaches students to write simple news stories that are accurate, clear, interesting and concise.

2. Learning Objectives

The learning objectives of this course are to ensure that students understand:

- international standards in broadcast journalism
- nature and rules of writing broadcast copies
- the basic roles in the radio/television newsrooms
- news production process in radio and television

3. Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- Propose and develop a broadcast new story;
- Interview sources, write, voice, edit and produce copies for radio news
- Interview sources, write, shoot, voice, edit and produce copies for television news
- Work in teams to produce team newscasts under deadlines

4. Indicative Assessment Scheme

- Radio Wraps
- Television Packages
- In-class Productions
- Final Portfolio

5. Indicative Content

The key topics are:

- Broadcast writing style
- Writing, Interviewing, Voicing, editing for the Radio
- Radio Newscast Productions
- Writing, Interviewing, Shooting, Voicing, Editing for the Television
- Television Newscast Production
- Ethical and Legal Issues in Broadcasting
- Media Convergence

6. Indicative Student Workload

During the semester students will be expected to spend and demonstrate outcomes from a total of 135 hours of learning activities for this class. It is recommended that students allocate this learning period as follows:

Class attendance	45 hours
Preparation for class	10 hours
Specialized reading	15 hours
Preparation for class projects	35 hours
Preparation for news productions	15 hours

Preparation for final portfolio
TOTAL:

15 hours
135 hours

7. Indicative Instructional Resources

Tuggle, C.A., Carr, F., Huffman, S. (2013) *Broadcast News Handbook: Writing, reporting and producing in the age of social media* (5th ed.). New York, NY: McGraw Hill.

Utterback, A.S., Freedman, M.G. (2005) *Broadcast Voice Handbook: How to polish your on-air delivery* (4th ed.). Santa Monica, CA: Bonus Books.

Sauls, S.J., Stark, C.A. (2013). *Audio Production Worktext: Concepts, techniques and equipment* (7th ed.). Burlington, MA: Focal Press.

Appendix 4



College of Social Sciences

1. KIMEP UNIVERSITY

GUIDELINES AND STANDARDS FOR UNDERGRADUATE THESIS

Preliminary Version, to be reviewed by September 2014

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I Summary of Guidelines for Students:

I.1 Writing a Thesis: What is it?

The Undergraduate Thesis is a required course undertaken by senior students in their final semester. The number of credits for the course will be determined by the individual departments to conform to their Program requirements.

The course gives you the opportunity to undertake independent research on a topic of your choice within your chosen field of study. It enables you to explore a topic in more depth than a regular course assignment essay or project. As it is your piece of work you have to:

- have an idea for an area of research and identify your research topic and questions
- decide how to undertake the research, and
- collect, analyze and write up the data in an objective & critical way

A thesis should be approximately 6,000 words in length (about 20 double-spaced pages, excluding references and appendices).

A thesis thus shall be:

- The result of a limited-scale research which can be completed in the amount of time you would spend in and out of class for a regular 3-credit course.
- Enjoyable to carry out as you may learn interesting things about an interesting topic.
- Organized into chapters relevant to individual stages of your research; there should also be a Contents page, References and Bibliography (*see later*).
- If possible, though not necessarily in all cases, you may apply theory to understand, explain, or solve a problem you deal with.

There should be some empirical research in your thesis, depending on the nature of your major. This may be modest in scale but first hand research will "lift" the overall quality of your thesis and enable you to conclude, perhaps in a very qualified way, that your findings support, contradict, or modify the literature on the problem you have investigated. If there is no empirical research planned for your thesis, talk to your supervisor about it! "Second hand" empirical research (i.e. one you find already present in your sources) may be acceptable but has to be compatible with your own research design.

Purpose of a Thesis

During and on completion of your thesis you should be able to:

Demonstrate your ability to plan, conduct, and write-up, in a structured way, a small-scale research project, using appropriate research approaches and information gathering methods. You should be able to present your research and its findings to the audience during group discussion(s) and /or your Thesis Defense.

1. Topic of a Thesis

Your topic shall be chosen so that it corresponds to issues that you find interesting, challenging, and /or puzzling. In general, your topic for thesis research can be supplied in several ways:

- by yourself (most likely);
- internally, by professors of CSS;
- externally, by governments, businesses or other organizations.

Your topic may be a further elaboration of your own previous project you have developed in another course. In each case, you have to secure approval of your topic and your plan of research by your supervisor.

I.2 Thesis Structure

A thesis should include a sustained argument. This means that it should draw upon the results of your reading, thinking and information-gathering in such a way that it could persuade readers to accept your understanding of the topic. In other words, the main aim is to use a selection of concepts, theoretical ideas, observations, statistical findings and your own faculties of critical assessment and imagination, as well as writing skills, in an attempt to reach defensible conclusions about your topic.

A very typical format of a thesis is the discussion of a larger problem or issue followed by a smaller-scale piece of empirical research that explores the larger issue. The larger issue provides a framework within which the small-scale research is located and, at least partially and tentatively, analyzed.

A thesis should not be:

- A class essay that you simply make longer by adding more words.
- A complex project that will require more time than is necessary for this kind of work (e.g. more than one semester of hard work and /or an army of researchers) in order to be completed.

The main components and typical structure of a thesis would follow the following pattern:

- Problem/issue definition
- Research objectives and questions
- Justification of research (Why you do it?)
- Review of the selected relevant literature
- Justification and explanation of data-collection methods
- Description of your empirical research (if applicable)
- Results or findings
- Possibly: Limitations of your work
- Discussion
- Conclusion and recommendations (the latter is optional)
- References

1.3 Thesis Supervision

Prior to undertaking your thesis you must take and pass a *Research Design and Methods* course. By the end of this course, you identify and propose your research topic, for which a supervisor will be appointed by your Department who has knowledge of your area of study.

When having your supervisor, you will be asked to complete a) a form, formally establishing your supervisory relationship, b) a form outlining your topic of research, your research questions and how you are going to undertake the research (Research Plan), and c) the Statutory Declaration.

2. **What to expect from your Supervisor**

Your supervisor will read your thesis chapters as you work on them and offer guidance and suggestions for improvement. It is, therefore, important to send any work to your supervisor for reading in advance of a supervision session.

Once you have a supervisor, you need to make contact with her/him regularly. It is not the responsibility of your supervisor to chase you as this is an independent piece of work. Your supervisor will offer you guidance and support in deciding your research questions, methodology, analysis and literature through tutorial sessions. You will be entitled to up to three hours of individual tutorial support.

The following may be offered (*to be specified*): You will also have an opportunity to attend group tutorials during the semester. The first group tutorial is usually held early in October to discuss possible areas of research and to discuss what a thesis involves. The second group tutorial focuses on research methods and the third on analyzing and writing up your data. Group tutorials also enable you to meet other students and share any problems and issues, as well as positive experiences.

Your supervisor has very clear responsibilities. He or she:

- Meets/communicates with you on a regular basis, reviews the work in progress, and assists in keeping you on track towards timely completion of the thesis.
- Ensures that your proposed research is appropriate regarding its purpose, design, and implementation.
- Assists you in formulating the thesis statement (research question); scheduling the work plan; selecting the relevant literature; developing appropriate methodology; analyzing the findings and drawing appropriate conclusions/implications.
- Checks regularly the quality and quantity of your work.
- Ensures that neither deliberate nor involuntary instances of plagiarism or sloppiness in your work occur.
- Oversees that an acceptable completed thesis is submitted on time.
- Helps you to ensure that all necessary documents are prepared and submitted in a timely manner.

What your Supervisor expects of you

Your responsibilities are also clear. You shall:

- Register for the thesis course.
- Attend all mandatory Thesis Sessions.
- Meet /communicate with your supervisor on a regular basis, update and share with the supervisor your work-in-progress.
- Ensure with the supervisor that the your proposed research is appropriate.
- Get assistance from the supervisor in formulating the thesis statement (research questions); scheduling the work plan; selecting the relevant literature; developing appropriate methodology; analyzing the findings and drawing appropriate conclusions/implications.
- Submit to your supervisor parts of your work-in-progress according to the agreed schedule.
- Get feedback regularly from your supervisor on the quality and quantity of the work done.
- Avoid any deliberate instance of plagiarism in thesis.
- Ensure that an acceptable completed thesis is submitted by the due date.
- Ensure that all necessary documents are prepared and submitted in a timely manner.

I.4 Getting Started

Often, the biggest hurdle lies not in the technique of researching or carrying out the research or writing up the research but in deciding what it is you want to find out. This is the thinking stage. Ask other people what they think of the topic you have on your mind (this will make you think more clearly). It is essential to choose a topic that interests and motivates you. After you make your decision on what you want to work on, you should be able to move ahead knowing that you are really committed to the project. Do not be frustrated if you find that you need to adjust your topic or research questions as this often occurs in the first stages of doing research. It is also a good idea to have a look at previous theses written by students to get a sense of what such a work involves.

Topic Selection and Formulation

Your topic should be broad enough to give you an opportunity to make connections with current debates in your field of study but also sufficiently narrow in focus to enable you to deal with questions in some depth. Topics are initially best framed as research questions, which helps to bring you into investigative / enquiring mode rather than being merely descriptive. When making your choice of thesis topic, you should also take into account the resources and time available to you.

If you hesitate to start with specific questions, try to write just one or two sentences defining your project. This will provide a good test for you. For instance: “I want to research and write a thesis about”. Do not be too ambitious about the project. Many projects start off by being far too ambitious in scope and have to be reduced, which may cost you valuable time. Do not worry that you may need to redefine the project after you have started but try to strike a balance between a too broad project and too narrow one from the very start.

Managing Your Thesis

As this is independent study without weekly lectures, you need to be disciplined in terms of time management. Once you have identified a research topic and your supervisor has approved it you need to make a good work plan. You need to remember that you need to allocate the same amount of weekly time to your work /study as your other courses.

Time-Management

The submission deadline will be approaching quickly, so start researching and writing early on, stick to your set-up schedule and work on your thesis every day (if possible). See your supervisor as frequently as necessary to bring your thesis to successful conclusion in time. Don't put off your writing sessions or making appointments.

Important Note: Plagiarized and “recycled” work will be graded as “Failed” and will be forwarded to the Disciplinary Committee.

II Writing Your Thesis: Details of the Structure

The following is a guideline for the structure of your thesis, but you need to talk to your supervisor about the specifics:

1. Title page
2. Short summary of the paper or Abstract (not more than half a page)
3. Table of contents (may also be followed by a list of abbreviations, tables, figures)
4. Text of the paper (Introduction, chapters, conclusion)
5. References / Bibliography
6. Appendix (if needed)
7. Statutory declaration / Affidavit (if required by the College)

Title Page

This page clearly indicates your name, student ID, the title of the thesis and the name of the supervisor.

Short Summary / Abstract

Table of Contents (include a word count)

Introduction

Here you briefly outline your topic and how you came to choose it; what you wanted to find out; how you tackled it, and perhaps how your investigation and possible results fit into the broader context. It is also the place to include a brief description of the background, setting, and context in which the study has taken place.

Approximately 1,000 words.

Chapter 1: Research Problem and Questions

In this chapter you will state your specific research problem and research

questions or, if appropriate, your hypothesis.
Approximately 500 words.

Chapter 2: Literature Review

This is a review of the relevant scholarly literature you have found on your subject, with particular emphasis on the general context, theory, analyses and debates on the subject. This will place your project into a broader academic context and may provide you with a possible theory or hypothesis that you wish to test in your empirical research. Approximately 1,500 words.

Chapter 3: Methods of Investigation

This is a review and description of the methods you use to carry out your research, with a discussion of their benefits and possible disadvantages. You should also briefly explain here how and where you have searched for sources you have used. If you used surveys, questionnaires, etc., you shall describe their purpose, design, and focus.

Approximately 800 words.

Chapter 4: Results or Findings

In this chapter, you shall present the data you have collected and give an account of what you have found from your study.

Approximately 1,500 words.

Chapter 5: Discussion and Conclusion

This chapter should deal with a critical analysis of the results and discussion of the results in the context of your original objectives and the literature review. You shall also be answering your research questions here. Try to make sure that you address in this chapter the questions and issues you set out to investigate in Chapter 1.

Approximately 1,200-1,500 words.

Chapter 6: If appropriate, recommendations for action

Approximately 500-800 words.

References

This is the list of your sources alphabetically ordered using the format consistent with the style manual used to format the whole text. Non-English sources must be provided with translation into English in the square brackets. (For details, see Bibliography / References below.)

Appendices

Here you place the additional material, which could not be accommodated in the body text – for instance, larger graphs or other images, more extensive data sets, your questionnaire(s), etc.

3. Some simple hints

Think of the thesis rather in terms of several not-too-long chapters than 6,000 words; your task of writing a thesis will then appear to be much less daunting that it may appear to you at the beginning! Start writing early. You can start working on it almost immediately and in a couple of weeks you should have the introduction, literature review and research methodology chapters written, at least in a solid draft - you can always come back to them, revise them, edit them, etc.

Using some sub-headings within chapters is helpful; it keeps your text better

structured. It is useful to state clearly what you are going to say at the beginning of each chapter and then summarize at the end of each chapter, as this helps to keep your reader fully informed of where the thesis is going.

You must write in paragraphs, not in bullet points or in separate sentences that appear on the page as if they were paragraphs. A paragraph will normally have at least 3 sentences and about 150 words and convey one important stage in the development of your argument or analysis.

Other practical hints: You can organize the literature review by author in which case it will appear something like:

Jones (1990) said the following about training in Coventry Smith (1992) said the following and disagreed with Jones in the following respects.... Byrd (2000) said the following and concluded that Conclusion - the main themes in the literature are as follows

However, a better approach is to organize the literature by theme or issue in which case it will appear as:

There are three areas of disagreement in the literature on The first disagreement concerns . . . Here Jones and Smith disagree with Byrd. The second concerns and here Jones and Byrd agree while Smith The third concerns and here...

This second approach is better because your objective as a student must always be to master information and to adjust it to your own purpose (argument). It is always preferable to impose your own structures on the information and not passively to summarize the views of others.

Another important question concerns how you present your results. Let us say that, for example, your research consisted of six in-depth interviews. Should you present the results of each of the six interviews one by one and then compare and contrast the responses? Or should you identify the main themes in the six interviews and organize your findings by those main themes? There is something to be said in favour of each approach. Whatever you do, you need to think about how best to present your results, in order for your presentation to be clear, consistent, and well organized.

Searching for Information

While your supervisor will make suggestions for reading, you will also need to use your independent searching and learning skills. It is advisable to start searching the literature by reading overview essays, standard-setting textbooks, or essays in international journals of the most recent date. With the help of bibliographies in such sources, it is usually easy to find previously published literature on the chosen topic. Use the searching facilities of the KIMEP Library, including the CARDS, databases like Ebsco, WISO, JSTOR, or RePEc. Internet search sites like Google Scholar and Zotero can be useful as well.

Do not forget to keep a record of all books, journal articles, etc, you have read, as these need to be included in your references. For recording /formatting your references, you need to use the APA style system (see below).

If you think that a part of the text or extract from the literature you read will be useful as a quote, you have to make a note of the source, including the page number and year of publication.

III Thesis Defense

A public oral defense of the thesis is required for each student. Such a defense will take place at the end of one of the regular semesters (Fall or Spring), i.e. in May or December, or in the first two weeks in September; summer defenses are not allowed. Before defending their completed thesis, students are required to pass the state attestation exam at least one month prior to the Thesis Defense (usually in April or November).

A thesis has to receive a recommendation by the student's supervisor indicating it is ready for defense at least two weeks prior to the date of the Thesis Defense. In consultation with the student, the Chair of the Department or its Graduate Program Coordinator, and the prospective Chair of the Thesis Defense Committee, the supervisor shall: a) notify the Office of the Dean and /or the Director of Research and Development, at least two weeks ahead of the defense, of the dates of the oral defense of all theses he or she supervises, that are to be defended in the current semester; b) publicly announce the individual defense KIMEP-wide, using suitable channels of communication (including the KIMEP web site). The public announcement shall include:

- the name of the student
- the student's degree program
- the title of the Thesis, and
- the date, time and place of the oral defense.

The announcement shall be made at least two weeks before the scheduled defense of the thesis.

The supervisor shall forward copies of the thesis to each member of the Thesis Defense Committee at least two weeks before the formal oral defense by a student.

The Thesis Defense shall be open to the public. It will thus be open to all faculty members and graduate students in the student's department, as well as to interested members of the KIMEP faculty, and to others who respond to the public announcement. The Thesis Defense proceedings shall be in English, although exceptional arrangements can be made, if necessary, to accommodate another language.

The Chair of the Thesis Defense Committee shall be appointed from the members of the host Department. Alternative arrangements may be made in consultation with the State Examination Committee, members of which shall take part in the Defense. The Chair of the Department and /or Graduate program Coordinator are responsible for the appointment, as well as for the appointment of any external reviewer (whenever applicable). The Chair of the Thesis Defense Committee, together with the Thesis Supervisor, must agree on setting up a defense schedule and ensure its orderly course.

The Chair of the Defense Committee impartially presides over the defense proceedings, the integrity and fairness of the whole defense, taking into account both responsibilities and rights of all participants. The Chair has no evaluating or grading responsibilities. When the defense session starts and the candidate is called into the room, the supervisor will introduce the candidate to the Chair, the Thesis Defense Committee, and other participants. The supervisor confirms that in his or her opinion, the thesis is acceptable and ready to be defended. The Chair then provides general information on procedures and timing in the defense session.

The student admitted to a defense must prepare a 15-minute presentation (preferably using PowerPoint) for his or her defense session. The defending student shall introduce his or her thesis, and address especially:

- the reason for the choice, and the significance of his or her topic and research
- the broader context of his / her topic
- theoretical considerations and methods employed
- key empirical material and literature
- a summary of the analysis and findings
- conclusions and, possibly, limitations of his /her research

After his /her presentation, the student shall answer any question from the Thesis Defense Committee or the public. The Chair should keep the discussion within reasonable limits, especially if contributions of the participants amount to diversions.

The members of the Thesis Defense Committee will usually question the student first; however the order is at the discretion of the Chair. Direct and relatively detailed responses from the student are normally required, rather than "yes" or "no" answers. Questions should be designed to allow the student to demonstrate his or her ability to summarize information gained from the coursework and the Thesis research. Subsequently, other persons attending the Defense may take part in the discussion. The Chair of the Thesis Defense Committee determines whether questions asked are appropriate for a response and intervenes when the discussion becomes impolite, personal, or otherwise out of control. The total duration of a Thesis Defense shall not be over 45 minutes.

All meetings of the Thesis Defense Committee shall be recorded in minutes. These include highlights of the student's presentation, main questions asked and summarized opinion of the Committee's members.

After the questions and comments, followed by the student's response to them, are over, the candidate and observers (i.e. non-members of the Defense Committee) must leave the room and the Thesis Defense Committee will agree on the acceptability of the thesis in its present form and on a grade for the thesis.

IV Thesis Evaluation

The evaluation and grading of the completed thesis reflects the actual quality of the thesis (not just the student's efforts and the supervisor's wishes). That the work was prepared independently is also a crucial factor here. All theses, which were judged as

failed, will be subsequently evaluated and second-marked by another faculty. Guidelines for possible appeals will be added later.

The grading criteria are as follows:

A Grade

- A convincing and direct answer to the question(s) or discussion of the issue(s) that is well structured, persuasively and tightly argued, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context.
- Evidence of relatively extensive reading of the relevant literature. Where appropriate, evidence of both contemporary development and recent research should be presented. Where relevant, sound analysis of qualitative and/or quantitative data should be included.
- Educated and critical application and/or analysis of relevant concepts, theoretical and methodological perspectives should be included. Evidence of intellectual maturity and soundness, as well as freshness of argument are desirable.

B Grade

- A plausible and convincing answer to the question(s) or discussion of the issue(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance, and acknowledges the context by which the topic is framed.
- Comprehensive coverage and accurate discussion of relevant reading material. Where appropriate, competent analysis of qualitative and/or quantitative data.
- Competent application and/or analysis of relevant concepts, theoretical and methodological perspectives, at least in a limited way.

C Grade

- Rather satisfactory answer to the question(s) or discussion of the issue(s) that is, within its own terms, adequately structured and argued but that neglects links between the topic and its broader context.
- Limited coverage of relevant reading material with less than fully adequate discussion of arguments and data.
- At least some evidence that concepts, theoretical perspectives and methodological concerns are understood and/or analyzed.
- A balance between description and analysis may place your work towards the upper end of this grade-range; too much reliance upon description will place it towards the lower end.

D Grade

- A barely satisfactory answer to the question(s) or discussion of the issue(s); the thesis is poorly structured and argued and ignores entirely the links between the topic and its broader context.
- Very limited coverage of relevant reading material with barely adequate discussion of arguments and data.

- Limited evidence that concepts, theoretical perspectives, and methodological issues are understood and/or analyzed.
- Presence of some signs of a balance between description and analysis may place a piece towards the upper end of this grade-range; too much reliance upon description only will place it towards the lower end.

Fail Grade

- A clearly unsatisfactory answer to the question(s) or discussion of the issue(s), which lacks sufficient structure or argument and is completely descriptive.
- Inadequate coverage of relevant material, with (major) inaccuracies and/or confusion in arguments and/or data interpretation.
- Clear evidence that concepts, theoretical perspectives, and methodological concerns are misunderstood and/or used inappropriately, or missing.
- Clear evidence of plagiarization. In such a case, the thesis is mandatory referred to the College Disciplinary Committee.

V Thesis Format Specifications

Font

A single font must be used throughout the thesis; the only exceptions, when necessary, being in tables, graphs, and appendices. Headings may be bolded and no more than 2 points larger than the rest of the text. Style and size of type should be consistent throughout the thesis, preferably Times New Roman 12 for the main text. Exceptions may be made for material such as tables reproduced from elsewhere, oversized tables or figures, and for material in the appendices, but all material must be legible and conform to margin requirements.

Paragraphs

The first line of each paragraph should not be indented. The first line of a paragraph may not appear at the bottom of the page (an “orphan”), nor may the last line of a paragraph appear at the top of the page (a “widow”). There must be at least two lines of a paragraph at the bottom of the page, or at the top of the page.

Section numbering

The sections of the thesis shall be numbered throughout the thesis. The sequence numbers shall appear indented, in the form of Arabic figures not followed by dots. Subsections shall be numbered within each section. For example:

- 3 A Survey of Theories*
- 3.1 Game theory*
- 3.1.1*
- 3.1.2 – [Numbering of Thesis’s third section’s first subsection]*
- 3.1.3*
- 3.2 Other Theories; etc.*

Spacing

The thesis must be double-spaced. Single spacing may be used only in the Table of Contents, footnotes and endnotes, charts, graphs, tables, quotations, captions, glossary, appendices, and bibliography. Quotations over three lines long should be in block quote, double or single-spaced, and indented on the left. Do not use quotation marks in the block quote except when indicating quotations within the block quote.

Margins

Please note that the standards of the Ministry of Education and Science of Kazakhstan are as follows: a right margin - 1 cm; left margin - 3cm; top and bottom margins - 2cm. All margins must be maintained consistently throughout the main body of the thesis. The margins of the text might be either right-aligned or justified; the latter option is preferable.

Paper Quality

A4; white bond, suitable for quality laser printing.

Pages and Page Numbering

All preliminary pages preceding the actual text must be numbered in lowercase Roman numerals; e.g., iii, iv, v, etc. These numerals must be centered under the text with at least one 2.5 cm of space between the number and the bottom of the page. If no optional pages are used, the regular page numbers must begin on the Abstract. The copyright page, signature page, title page, or dedication should not be numbered but should be included in the pretext page count.

The first page of the text proper begins at Arabic numeral 1. All pages within the text must contain an Arabic page number, bottom-centered, at least 2 cm from the bottom edge of the page. The first page of every major section (chapters, appendices, bibliography, etc.) must begin on a new page. The student must assume full responsibility for seeing that all pages are included, that all are in the proper order and that the abstract is included in each copy.

Headings

APA's heading style consists of five possible formatting arrangements, each according to the levels of subordination. The headings are numbered Level 1, Level 2, and so forth to Level 5. But the levels are not necessarily used consecutively. Follow the APA manual carefully in selecting the levels of heading that fit your particular use.

- Level 1: Centered, Boldface, Uppercase and Lowercase Headings
- Level 2: Left-aligned, Boldface, Uppercase and Lowercase Heading
- Level 3: Indented, boldface, lowercase heading with period.
- Level 4: *Indented, boldface, italicized, lowercase heading with period.*
- Level 5: *Indented, italicized, lowercase heading with period.*

Superscripts, and Subscripts

Superscripts / subscripts may be one size smaller than the text.

In-text Citation

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

Single author: Format should be Author's last name followed directly by a comma, then the year of publication. When one makes the reference to the author(s) directly as a part of the narrative, then only the year (and page number if needed) would remain enclosed within parentheses. The same holds for multiple authors.

Two authors: Authors should be presented in order that they appear in the published article. If they are cited within closed parentheses, use the ampersand (&) between them. If not enclosed in parentheses then use expanded "and".

Three to five authors: With three to five authors, the first reference to an article includes all authors. Subsequent citations in the same document may refer to the article by the principal author only plus "et al." However, all authors must be present in the references section.

Six authors or more: The correct format is (First Author et al., Year). In the reference section, all six authors' names should be included.

Multiple publications, same author: If an author has multiple publications that you wish to cite, you use a comma to separate the years of publication in chronological order (oldest to most recent). If the publications occur in the same year, the *Publication Manual* recommends using suffixes a, b, c, etc. (note that corresponding letters should be used in the reference list, and these references should be ordered alphabetically by title).

Direct quotes: The same rules as above apply here, the format being (Author, Year, Page Number).

Short Quotations: If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses. If the author is not named in a signal phrase, place the author's last name, the year of

publication, and the page number in parentheses after the quotation.

Long Quotations: Use them only when really necessary, it is when they significantly contribute to supporting your argument. Place direct quotations longer than two lines (cca 40 words) in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The citation in parentheses should come after the closing punctuation mark.

Summary or Paraphrase: If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

Footnotes and Endnotes

Footnotes and endnotes should be single-spaced with an extra space between notes. Footnotes for each chapter are usually numbered consecutively. You should follow the preferences of the selected style manual when deciding the location of footnotes or endnotes: at the bottom of the page, grouped at the end of each chapter, or grouped at the end of the thesis.

Foreign Language (Non-English) Use

In justified cases, quotations in languages other than English may be included in the thesis; however, these cannot be longer than one or two lines. There should be no more than two such quotations in the whole thesis. Translation into English must be provided either immediately in square brackets after the quotation or in the respective footnotes or endnotes. Surnames and names of persons should be in the source language but transliterated using the Latin alphabet. Names of organizations and other proper names may be in the source language only if the English term is not available or is not generally used. In such cases, the most approximate translation into English must be provided in brackets and used in further occurrence. When you mention a foreign language source in the text, write it in English (unless the foreign version is generally better known); however, in your bibliography and footnotes you should write your source in the original language first, which must be followed by the translation into English in brackets.

Tables and Illustrations

All tables, figures, illustrations, and other types of examples included and referenced in the text of the thesis must be numbered for identification, with no duplication of these numbers. Figures may be numbered in one of two ways:

- consecutively throughout the document (Table 1, Table 2, Table 3, etc.),
or
- double-numbered so that illustrations' numbers reflect their locations in

the document (Figure 3.3 is the third figure in Chapter 3, or Figure A2 is the second figure in Appendix A.)

Captions and legends must be placed on the same page with the figure, graph, table or illustration they describe. (In order to fit both figure and caption on the same page, captions may be single-spaced, margins may be slightly decreased and figures may be reduced in size to fit. Figures, captions, and page numbers must be easily readable when the electronic document is viewed at 100 percent.)

It is recommended that drawings, charts, diagrams, schemes, and illustrations included in the thesis comply with the requirements of standards of the Unified System of Design Documentation (USDD), as required by the Ministry of Education and Science of Kazakhstan. For more details on formatting tables, please see the Compulsory State Standards (GOST), par. 2.105, of the Ministry of Education of the RKZ.

Graphs

- Should have titles for the x and y axis
- Should not have outline around the graph
- The legend should either not exist if the graph is simple or should be inside the chart
- Need to be on a figure captions page, with an explanation of the data represented

Graphics

Computer-generated figures and graphs must meet the same standards as the rest of the thesis. Do not use pencil, ballpoint or felt tip in the final copy. Labels on photographs, charts, and other figures must be permanent. Captions, legends, and all other identifying information should be, as much as possible, of the same quality of type as the text. If graphics, tables, or figures are horizontal, the top of the printed page should be placed on the left side of the paper with the page number in the upper right hand corner.

Bibliography /References

The format of the bibliography must be consistent with the style manual used to format the whole text. Non-English sources must be provided with translation into English in the square brackets.

KIMEP University style requirements, except in the School of Law, is that defined by the **American Psychological Association (APA)** (See **American Psychological Association (2009)**. Publication manual of the American Psychological Association (6th Ed.). American Psychological Association.) For a summary of the APA Style Guide, see Appendix 2.

Plagiarism

The KIMEP University regards plagiarism as a very serious issue. See information given in the Undergraduate Student Handbook issued by the University. In submitting any written work to your supervisor or instructor it is important to beware of

plagiarism, which is the unacknowledged use of other people's material, ideas, arguments, formulations, and, generally, any information and data you adopted from other people. The guiding principle here is that a reader (including your supervisor) should be able to clearly distinguish between your statements and opinions (explanations, assumptions, hypotheses, conclusions etc.) and those of other people at every point of your thesis. General knowledge or basic course textbook knowledge in your field is partly exempted from this requirement; however, when directly quoting from your textbook, a reference has to be made. This distinction can of course be problematic, but in case of doubt please provide a reference. The KIMEP University regards plagiarism as cheating and it will have serious consequences, even if it is unintentional. KIMEP respective policy will deal with especially strictly with intentional plagiarism, for which measures taken will range from severe censure by the disciplinary committee to expulsion from the university. To avoid any misunderstanding, always put quotations from other authors within quotation marks and give full references to every source you use. If you paraphrase an idea borrowed from somebody else, or if you use data or results of a research done by somebody else, always refer to your source immediately. Your supervisor will be happy to give you advice if you are worried about plagiarizing unintentionally.

Extensions

An incomplete grade – “I” or “IP” - will only be granted only in serious and documented circumstances, such as health or severe personal problems. You need to contact your supervisor if you require permission for an extension.

A Note on Empirical Work:

Satisfactory knowledge of empirical methods is a prerequisite for a thesis which contains significant amount of empirical research; i.e., having passed the respective course is mandatory. In an empirical (as well as theoretical) thesis, the basic principle is to narrow the research question to an extent such that the topic can be treated consistently. In particular, it is not the goal to get an “all-embracing explanation of reality” in your thesis. Restricting oneself to a fairly narrow topic ought to happen right at the beginning of working on the thesis. In an empirical thesis, the used data set must be described adequately. The following must be done with utmost care: Where do the data come from? Which variables does the data set contain? Which selection criteria were used? How were your new variables generated? Take care that all steps within data collection and preparation are thoroughly documented. Important: Additional (“manual”) changes of the data that are not documented are not permitted.

Appendix 1

STATUTORY DECLARATION / AFFIDAVIT

I hereby declare that the thesis with title:

.....

has been composed by myself autonomously and that no means other than those declared were used.

In each single case, I have clearly identified /marked sections that were taken out of published or unpublished work, either directly (verbatim) or in a paraphrased manner, using appropriate quotation / reference.

This thesis has not been submitted or published before in the same or similar form.

In Almaty, [Date]

Signature:

Appendix 2

Bibliography /References in APA Style

In APA style, the sources in a paper are listed alphabetically on a separate page headed **References**. It follows the final page of the text and is numbered. Entries appear in alphabetical order according to the last name of the author; two or more works by the same author appear in chronological order by date of publication date. When there are two or more books or articles by the same author, repeat the name of the author in each entry.

Print sources

Book by one author

Last name first, followed by author initials.

Sheril, R. D. (1956). *The terrifying future: Contemplating color television*. San Diego: Halstead.

Book by two authors or more

List by their last names and initials. Use the ampersand instead of "and."

Smith, J., & Peter, Q. (1992). *Hairball: An intensive peek behind the surface of an enigma*. Hamilton, ON: McMaster University Press.

Three to Six Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

Unknown Author

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

Two or More Works by the Same Author in the Same Year

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter.

Article in Journals and Periodicals

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

Wrong, M. (2005, August 17). "Never Gonna Give You Up" says Mayor. *Toronto Sol*, p. 4.

Government document

Revenue Canada. (2001). *Advanced gouging: Manual for employees* (MP 65-347/1124). Ottawa: Minister of Immigration and Revenue.

Electronic sources

For electronic references, websites, and online articles, APA Style asserts some basic rules, including to:

- direct readers specifically to the source material using URLs which work;
- include the access date; and
- include all other relevant APA style details for the source

Internet article based on a print source (With exact formatting of original)

- Marlowe, P., Spade, S., & Chan, C. (2001). Detective work and the benefits of colour versus black and white [Electronic version]. *Journal of Pointless Research*, *11*, 123–124.

Internet article based on a print source (Formatting differs from original)

- Marlowe, P., Spade, S., & Chan, C. (2001). Detective work and the benefits of colour versus black and white. *Journal of Pointless Research*, *11*, 123–124. Retrieved October 25, 2007, from http://www.pointlessjournal.com/colour_vs_black_and_white.html

Article in an Internet-only journal

Blofeld, E. S. (1994, March 1). Expressing oneself through Persian cats and modern architecture. *Felines & Felons*, *4*, Article 0046g. Retrieved October 3, 1999, from <http://journals.f+f.org/spectre/vblofeld-0046g.html>

Article in an Internet-only newsletter

Paradise, S., Moriarty, D., Marx, C., Lee, O. B., Hassel, E., Bradford, J., et al. (1957, July). Portrayals of fictional characters in reality-based popular writing: Project update. *Off the Beaten Path*, *7* (3). Retrieved October 3, 1999, from <http://www.newsletter.offthebeatenpath.news/otr/complaints.html>

Stand-alone Internet document, no author identified, no date

What I did today. (n.d.). Retrieved August 21, 2002, from <http://www.cc.mystery.life/blog/didtoday.html> [Fictional entry.]

Document available on university program or department website (note that APA spells website Web site)

Rogers, B. (2078). *Faster-than-light travel: What we've learned in the first twenty years*. Retrieved August 24, 2079, from *Mars University, Institute for Martian Studies* Web site, <http://www.eg.spacecentraltoday.mars/university/dept.html> [Fictional entry.]

Electronic copy of a journal article, three to five authors, retrieved from database

Costanza, G., Seinfeld, J., Benes, E., Kramer, C., & Peterman, J. (1993). Minutiae and insignificant observations from the nineteen-nineties. *Journal about Nothing*, *52*, 475–649. Retrieved October 31, 1999, from *NoTHINGJournals* database. [Fictional entry.]

E-mail or other personal communication (cite in text only)

(A. Monterey, personal communication, September 28, 2001)

Book on CD

Nix, G. (2002). *Lirael, Daughter of the Clayr* [CD]. New York: Random House/Listening Library.

Book on tape

Nix, G. (2002). *Lirael, Daughter of the Clayr* [Cassette Recording No. 1999-1999-1999]. New York: Random House/Listening Library.

Movie

Gilby, A. (Producer), & Schlesinger, J. (Director). (1995). *Cold comfort farm* [Motion picture]. Universal City, CA: MCA Universal Home Video.

Appendix 3

Research Plan

Whenever required, a research plan should be prepared and approved. Such a plan will include:

- Personal details (name, student#, address, telephone, e-mail, etc.)
- Brief abstract of the research proposal
- Background of the research (what problem is involved?, why is it appropriate / interesting to do research on that problem?)
- Objectives of the research (academic, practical)
- Central question the research addresses, followed by sub-questions
- Overview of the literature that will be used (with a list of references at the end of the plan)
- Overview of the main methodology /methods (how will the research be conducted, and why? What data will be used?)
- Preliminary contents of the thesis (chapters, paragraphs)
- Planning how the research will proceed over the whole time period allotted for it.

The research plan has to be discussed with your supervisor. Make an appointment well in time, and make sure that your supervisor has sufficient time to read your documents.

Assessment:

The thesis plan is formally assessed for its feasibility by the supervisor. Especially the following points are taken into account clear

1. the research topic is considered justified / appropriate
2. the research question and the sub-questions are clear
3. the answer(s) to the research question(s) contribute to the objective of the research and its relevance
4. are the starting-points and the suppositions explicit
5. the suggested methods are useful for answering the research-question(s)
6. all data to be collected are necessary for the answer(s); a realistic estimation has been made for the time needed and the possibilities for the data-collection
7. the expected end results are realistic
8. the time planning manageable
9. the relevant literature is to be used for answering the research question(s).

Appendix 4

Alternative (specific) criteria for the assessment of the Thesis

Note: The grade assessment scale for these criteria is yet to be specified.

Identifying the research problem

The student has demonstrated that he/she is capable of formulating a relevant research problem for a relatively simple research under supervision, including research and/or design questions and a corresponding strategy or general line of approach. He/she has provided argumentation for the course of work taken, based on an identification of the objective, the core problem and the relevant strategy on the one hand and the theory and/or empirical considerations on the other hand.

1. Literature review & theoretical and conceptual framework

The student has demonstrated that he/she is capable of compiling a number of scientific and professional sources which are relevant to the project and of studying them critically. The student has also demonstrated that he/she is capable of constructing a theoretical and conceptual framework through proper use of theories, models and concepts which he/she has selected and which are relevant to the field in question. This framework enables the research question to be treated in a clearly structured and manageable manner. At the same time, the student has incorporated aspects of the latest developments in the field.

Research design and approach to problem / its solution

The student has demonstrated that he/she is capable of drawing up an action plan for carrying out the design-oriented research under supervision. He/she has made critical use of existing conceptual frameworks and standard operationalization and other methods. The student has provided adequate argumentation for the selected approach and methodology and has ensured that it follows logically from the research problem and the theoretical framework.

Data collection and data analysis and/or design and validation of the design

The student has demonstrated that he/she is capable of handling the instruments for data collection and analysis in a valid and reliable manner, with a degree of supervision, which enable him/her to answer the research questions **and/or:** The student has demonstrated that he/she can adequately handle the instruments for designing, selecting and validating solutions, with a degree of supervision, and proposing a solution to the problem which meets the set specifications/requirement.

Conclusions and recommendations

The student has demonstrated that he/she is capable of describing and presenting research and design results and of relating them to the research problem, the research or design questions and the relevant literature. He / she has also demonstrated the ability to reflect critically on the strengths and weaknesses of his /her research and, to

give due consideration to the level of generalization, as well as to the social and/or ethical aspects.

Quality of report writing

The student has demonstrated that he/she is able to present the data – qualitative, quantitative and/or a combination of them – clearly and according to accepted academic standards. His/her argumentation is structured and consistent, logical and linguistically correct, and the literature references have been incorporated according to a scholarly standard used in the particular field.

Oral reporting (defense)

The student has demonstrated that he/she is capable of presenting the work in a clear and structured way, with appropriate support of visual aids, and comprehensible to listeners. Due consideration is given to both the design and the key results of the project and clear argumentation is given to support the most important choices made regarding all the aspects of the research.

Independence and professional skills

The student has demonstrated a reasonable degree of independence in preparing and implementing the project and is capable of planning and managing the research and/or design process within a time limit. The student has also demonstrated the skills needed to cooperate effectively and has shown the capacity to function adequately within an organizational context. Lastly, the student has demonstrated the ability to reflect on his/her own performance, including the capacity to identify lessons learned.

**Appendix 5
Forms**

SUPERVISORY FORM

Each student must get this Form completed and signed after the selection of topic and supervisor, normally, with the first 2 weeks after the respective semester has started. The student submits this completed Form to the departmental or College Program Coordinator who will sign it, if all was done properly. An original of the Form then goes to the CSS Dean's Office (College Manager) for record keeping and the Program Coordinator obtains a copy of it.

Student: _____

Student ID#: _____

Thesis Topic: _____

Supervisor: _____

Statutory Declaration – Read & Signed by the Student – Yes - No

Date: _____

Note: _____

Signatures:

Supervisor: _____ Date: _____

Chair of the Department: _____ Date: _____

Program Coordinator: _____ Date: _____

College Manager (signs upon receiving the original):

_____ Date: _____

THESIS DEFENSE FORM

This Form must be completed immediately after the defense of the Thesis has taken place. It must be signed by the supervisor and all the members of the Thesis Defense Committee who were present at the Defense and checked and signed by the Program Coordinator, the Chair of the Department, and the Dean before it can go to the Registrar for graduation records. One copy is the received by the CSS Dean’s Office (College Manager) for record keeping and another copy by the Program Coordinator of the hosting department.

Student (Name): _____

Student ID#: _____

Title of the Thesis: _____

Date of Defense: _____

Defense Result (possible comments):

Final grade: _____

Supervisor: _____ Date & signature: _____

Committee Member (1): _____ Date & signature: _____

Committee Member (2): _____ Date & signature:

Committee Member (3): _____ Date & signature:

External Examiner (1): _____ Date & signature:

(if applicable)
External Examiner (2): _____ Date & signature:

(if applicable)

Chair of the Defense Committee: _____ Date & signature:

Program Coordinator: _____ Date & signature: _____

Chair of the Department: _____ Date & signature:

Signature of the Program Coordinator acknowledging that he / she has received final copies of the Thesis: _____ Date & signature: _____

College Dean: _____ Date & signature: _____

Note:

The ***Protocol Form*** for the minutes from the Thesis Defense, as required by the Ministry of Education and Science of the Republic of Kazakhstan, will be made available in the near future.

Sources /References used in this document: This document is partly a compilation of several different sources. No *en bloc* past-and-copy was used, except from the respective draft text as prepared by John Dixon for BCB, which itself does not cite any sources. Given the type of this of document, we believe, no copyrights have been infringed.

Appendix 5



• **College of Social Sciences**

• **CSS GUIDELINES AND STANDARDS FOR
MASTER’S THESES** (for students starting in 2013-14)

This document lays out the guidelines and standards for CSS Master’s Thesis. Each student undertaking the Thesis, the supervisor and all members of the Supervisory Panel and the Master’s Thesis Defense Committee are required to follow the guidelines and standards as specified in this document.

Table of Contents:

A. General Guidelines-Summary of CSS Master's Thesis Process	1
B. Purpose and Scholarly Requirements of the Master’s Thesis	5
C. Thesis Defense and Evaluation	7
D. Requirements & Standards for the Format of the Master’s Thesis	12
E. Some Particulars of Thesis Writing Management	19
F. Appendix 1: Forms	22
G. Appendix 2: Samples of Title Page and Signatory Page	30
H. Appendix 3: Memorandum of Understanding	33
I. Appendix 4: APA Style Manual (in brief)	40

A. General Guidelines-Summary of CSS Master's Thesis Process

I

All students in Master’s programs are required to complete a Thesis on a topic relevant to their major. The Thesis requirements consist of three stages: *Thesis I*, *Thesis II*, and *Thesis III*. The weight given to the Thesis work will be as follows: *Thesis I*: 3 KIMEP and 5 ECTS; *Thesis II*: 3 KIMEP and 10 ECTS; and *Thesis III*: 3-6 KIMEP and 10 ECTS, unless an adjustment is made for individual Programs, when warranted, by the Academic Council.

II

Thesis I is a course about the logic of inquiry. It serves as the foundational research course for graduate students, designed to provide them with the knowledge that will allow them to design and conduct their own research that will contribute to the body of research in their chosen field. The course will especially focus on: (1) research design; (2) methods of doing research; (3) information and data retrieval skills and resources; (4) compiling a reading list for their topic; (5) oral presentation skills; (6) writing skills involved in completing a Thesis Proposal; (7) referencing and formatting skills, as well as (8) the principles of academic honesty.

III

Thesis II and *III* constitute an independent research output that complies, in its rigor and formal requirements for writing a Master's Thesis with the *Compulsory State Standards* issued by the Ministry of Education and Science of the Republic of Kazakhstan (MES RKZ). The processing of the Thesis-related documentation shall follow the MES and international standards, as well as CSS internal provisions.

IV (Prerequisites)

It is not possible to register for and /or take *Thesis II* without first having successfully passed *Thesis I*. It is equally not possible to enroll in or defend *Thesis III* without completing *Thesis II* and defending the Thesis Proposal.

V

The Thesis is written with the support and guidance of a Thesis supervisor (or scientific supervisor, further "supervisor"). After the student selects his or her potential supervisor, the Graduate Program Coordinator formally endorses the latter. Starting the academic year 2013-2014, a supervisor must be appointed for each Master's student within the first weeks of admission to the Master's programs. The supervisor must hold a terminal degree and be actively involved in scientific research in the respective field of science (in student's major). When suitable, two associate supervisors (or advisors) should be appointed to form a Supervisory Panel who will offer additional support to the student with the guidance of the main supervisor. If only supervisors at a Master's degree level are available at the Department, approval by the College's Dean of such a supervisory appointment is required. Normally, one supervisor should not supervise more than three Master's Theses at the same time.

VI

On selection and endorsement of the student's supervisor, the student, together with the Graduate Program Coordinator, shall constitute a Supervisory Panel, optimally of three members. The other two members (associate supervisors) shall be CSS faculty members who are qualified to supervise Master's theses. The "*Supervisory Panel Form*" must be filled in and submitted to the Graduate Program Coordinator who will keep a copy and forward the original to the College Manager for recordkeeping. The College Manager is also responsible for scanning and posting the *Form* on the CSS website.

VII

The supervisor and student will read and sign a Memorandum of Understanding, governing their individual responsibilities and mutual cooperation. (*See the Appendix.*)

VIII

The supervisor, in consultation with the student, prepares the plan and timeline by which the Thesis will proceed. He or she sets a date for the oral defense of the Thesis before the Master's Thesis Defense Committee. Normally, the date should be before

or during the scheduled final examination period for the semester. The Office of the Dean and the Director of Research and Development will be notified at least two weeks ahead of the defense.

IX

For the mandatory oral defense of a Thesis, the Master's Thesis Defense Committee shall be created, consisting of the members of the Supervisory Panel, an independent Chair, and one external examiner. The latter shall be from outside of the Department (or outside of the College) or, preferably, from another recognized organization, who has relevant expertise to contribute effectively to the review of the Thesis (to be specified later). The Graduate Program Coordinator or Research Coordinator of the candidate's department shall also take part in the Defense, either as an observer or as a Chair.

X

The supervisor will forward a copy of the Thesis to each member of the Master's Thesis Defense Committee no less than two weeks before the scheduled date of the Defense. A copy of the Thesis will also be made available in the program administrative office or in the office of the Graduate Program Coordinator.

XI

External examiner shall submit (in the written form when absent from the Defense) his or her brief comments regarding quality of the Thesis. He / she shall also review and make grade recommendations on all theses that received "F" and "A" grades.

XII

It is the student's responsibility to ensure that the ideas expressed in his or her Thesis and the quotes cited are properly reported according to recognized academic standards. The contrary constitutes an act of plagiarism and may result in dismissal from the Program. The supervisor shall take an active part in assisting the student in this objective. The supervisor should ask for help the Graduate Program Coordinator or other designated person in the College, whenever any doubts about the academic integrity of the candidate's works arise.

XIII

It is required that during their work on *Thesis III* the Master's students publish, at least once, the results or a part of their Thesis or present it at a scientific/academic conference, before it is defended. For this purpose, the KIMEP Master's Theses Series - a semi-annual electronic publication, the KIRC conference, local /national or international academic journals are suitable outlets.

XIV

The following provision applies only for students who entered the graduate program in the academic year 2013-14. The students are required, before defending their completed Thesis (*Thesis III*), to pass the state attestation exam (worth 1 credit), at least one month prior to the Thesis Defense (usually in April or November).

XV

During the Thesis writing process (*Thesis III*), usually in the mid-term, the supervisor will report to the Graduate Program Coordinator, with a copy to the Chair of the Department on the status of the Thesis process of each supervised student, focusing especially on occurring and /or potential problems. If the progress is not assessed as satisfactory, at the discretion of Graduate Program Coordinator and /or the Chair, consultations should be held with the supervisor and the student on how to resolve any problem(s) and assist him or her in achieving the desired progress. (For further details, see the *Memorandum of Understanding*.)

XVI (*Thesis II*)

After completion *Thesis I*, the Master's students shall take *Thesis II* course. As a "semi-structured" course, it represents a logical transition from the structured *Thesis I* to the independent work and study as involved in *Thesis III*. The final grade awarded for *Thesis II* is a combination of the grade/score awarded by the Instructor in *Thesis II* course (50%) and the grade /score awarded for the defense of the student's *Thesis Proposal* (50%). Starting the academic year 2013-14, a Thesis Proposal has to be defended at the end of one of the regular semesters (Fall or Spring), i.e. in May or December, or in the first two weeks in September; summer defenses are not allowed.

XVII

Students in *Thesis II* course are required, besides regularly consulting with their supervisor, to meet with the instructor, following the schedule set by the latter, who would be guiding and coordinating their efforts so that they successfully meet the requirements of this stage of the Thesis process. The course will especially focus on: 1) information and data retrieval skills and resources; 2) compiling a reading list for their topic and literature review; 3) oral presentation skills; 4) writing skills involved in completing a *Thesis Proposal*; 5) referencing and formatting skills; 6) writing up a *Thesis Proposal* that complies with the College requirements; 7) a peer-reviews assessment of the *Thesis Proposal*. (See also Section D: *Summary of Thesis Writing Management*.)

XVIII

The Graduate Program Coordinator reviews, with the help of the Research Coordinator (if needed), all the grades and reports to the Dean on the theses grade distribution.

XIX ("IP" Grade)

The „IP“ grade is valid only for the next semester and then will be changed to „F“, if no appropriate action on the part of the student is taken. An appropriate action means defending the Thesis or applying for extension of time for completion, based on clearly stated reasons for such an application. One additional extension of the „IP“ grade may be granted; applications for further extension may be granted only in extraordinary and well-justified cases.

B. Purpose and Scholarly Requirements of the Master's Thesis

XX

The primary purpose of the Thesis work is to enhance and apply the body of knowledge acquired by a student in the Master's programs. The secondary purpose is to share this knowledge with interested parties in the society. These purposes are accomplished through an in-depth investigation of a particular topic and dissemination of the findings.

XXI

The Thesis must be an original and independent treatment of the theme developed by the student using appropriate systematic and rigorous methods. In other words, the Thesis must have a scientific character and be the result of the student's own research work. Both the student and his / her supervisor bear the utmost responsibility in this regard.

XXII

According to the Compulsory State Standards of the MES RKZ (2011), the Thesis work should be "based on up-to-date theoretical, methodical and technological achievements of science and practice and contain concrete practical recommendations, and independent solutions." (Section 8.7).

XXIII

The Thesis, like any other Master's programs courses, shall reflect study-work equivalent to 3 to 6 credit hours, depending on the Program specifications. A student is expected to devote 135 hours in *Thesis I*, and 270 hours in each *Thesis II* and *Thesis III* to attending Thesis sessions, consulting with the supervisor and members of the Supervisory Panel, reading relevant literature, developing research methodology, collecting and analyzing data and writing the Thesis, submitting it (or its parts) for publication, and defending it.

XXIV

Students are encouraged to undertake research using one or more of the following approaches, depending on the research-related intended learning outcomes specified in the Master's degree specifications:

- a. Applied Research. This is research undertaken to solve practical problems.
- b. Conceptual Research (Literature Review). In this research, the student classifies, compares and contrasts, synthesizes, and evaluates a body of knowledge pertaining to the topic under investigation.
- c. Qualitative Research. A scientific inquiry is undertaken to gain insights concerning attitudes, beliefs, motivations and behaviours of individuals to explore a social, linguistic, human problems and issues and include the use of methods such as focus groups, in-depth interviews, observational research and case studies.
- d. Quantitative Research. This research concerned with the analysis of existing data sets or measurement and analysis of societal, organizational, or human phenomena

using various quantitative methods, including interviewing and self-completion survey methods.

e. Action Research. In using this a methodology, the researcher combines action and research to examine specific questions, issues or phenomena through observation and reflection, and deliberate intervention to improve practice in a given area.

f. Evaluation Research. This research mainly consists of measuring and assessing the impact and/or performance of an activity, a program of activities.

XXV

The Thesis must conform to the prescribed process, content and format, which correspond to best international standards and practices and follows the guidelines of the Ministry of Education and Science of the Republic of Kazakhstan and internal KIMEP guidelines and standards.

XXVI

In terms of general Thesis Standards, a Master's Thesis must reflect that the student has:

- demonstrated an appreciation and understanding of the academic and professional literature pertinent to and /or used in his/her research;
- demonstrated a knowledge of, and ability to apply, the research methods applicable to his/her research;
- used information sources, and analytical tools relevant to effective research and analysis relevant to his/her research;
- proven his /her ability to draw relevant and appropriate conclusions from his/her findings; and
- acquired transferable and personal skills such as reasoning, report writing, independent learning, communication, critical thinking, personal management, and presentation skills.

XXVII

In terms of its content of the Thesis, a student shall:

- a. State clearly a specific problem and/or hypothesis.
- b. Include a review of relevant literature, including the most recent one.
- c. Apply consistently contemporary and appropriate research methodology and methods.
- d. Undertake a thorough analysis of the findings.
- e. Summarize major findings and draw appropriate conclusions/implications.

XXVIII

The Thesis work must uphold the highest degree of academic integrity. Both the student and supervisor must be familiar with and trained in observing the existing academic integrity standards, as they are stated in the respective KIMEP documents. In particular, they should take every step possible to avoid plagiarization.

XXIX

Faculty who have never supervised a graduate Thesis to completion are required to undertake a 3-hour supervision training program arranged by the Graduate Program Coordinator or by the Chair of the Department.

XXX

The final copies of the Thesis shall be submitted in two hard and one electronic copies to the Graduate Program Coordinator and should conform with the structure and formatting requirements as detailed in *Part D*. One hard copy is then forwarded to KIMEP Library, the other, as well as an e-copy, are kept at the Department.

C. Thesis Defense and Evaluation

XXXI

A public oral defense of the Master's Thesis is required for all Master's program students writing their Thesis. Such a defense is scheduled and organized in accordance with CSS standing policies. Starting the academic year 2013-14, a Thesis has to be defended at the end of one of the regular semesters (Fall or Spring), i.e. in May or December, or in the first two weeks in September; summer defenses are not allowed.

In consultation with the student, the Chair of the Department or its Graduate Program Coordinator, and the prospective Chair of the Master's Thesis Defense Committee, the supervisor shall: a) notify the Office of the Dean and /or the Director of Research and Development, at least three weeks ahead of the defense, of the dates of the oral defense of all theses he or she supervises, that are to be defended in the current semester; b) publicly announce the individual defense KIMEP-wide, using suitable channels of communication (including the KIMEP web site). The public announcement shall include:

- the name of the student
- the student's degree program
- the title of the Thesis, and
- the date, time and place of the oral defense.

The announcement shall be made at least two weeks before the scheduled defense of a Thesis. It is strongly recommended that an additional announcement is made several days, and then one day, before the defense. The supervisor is responsible for proper format of such announcements.

XXXII

The supervisor shall forward copies of the Thesis to each member of the Master's Thesis Defense Committee at least two weeks before the formal oral defense by a student.

XXXIII

As an exception, and in justified cases, a long-distance Thesis Defense by *Skype* may be allowed (especially for medical reasons, or for exchange or dual students). Such an exemption must be recommended by the supervisor and approved by the Graduate Coordinator and endorsed by the Dean. The defending student has to make his PowerPoint defense presentation available to the Thesis Defense Committee at least a week in advance.

XXXIV

The Thesis Defense shall be open to the public. It shall thus be open to all faculty members and graduate students in the student's department, as well as to interested members of the KIMEP faculty, and to others who respond to the public announcement. The Thesis Defense proceedings shall be in English, although exceptional arrangements can be made, if necessary, to accommodate another language.

XXXV

The Chair of the Master's Thesis Defense Committee shall be appointed from outside the Supervisory Panel from the members of the host Department. Alternative arrangements may be made in consultation with the State Examination Committee, members of which shall take part in the Defense. The Chair of the Department and /or Graduate Program Coordinator are responsible for the appointment, as well as for the appointment of any external reviewer. The Chair of the Master's Thesis Defense Committee, together with the Thesis Supervisor, must agree on setting up a defense schedule and ensure its orderly course.

XXXVI

The Research Coordinator and / or Graduate Coordinator of the hosting departments are considered to be *ex offio* members of a Defense Committee; or, alternatively, they can serve as a Chair of such a committee.

XXXVII

The main task of the Chair of the Defense Committee is to impartially preside over the defense proceedings, the integrity and fairness of the whole defense, taking into account both responsibilities and rights of all participants, including and especially of the defending student. The Chair has no evaluating or grading responsibilities. When the defense session starts and the candidate is called into the room, the supervisor will introduce the candidate to the Chair, the whole Master's Thesis Defense Committee, and other participants. The Chair then provides general information on procedures and timing in the defense session.

XXXVIII

The student admitted to a defense must prepare a 15-25-minute presentation (preferably using PowerPoint) for his or her defense session. The defending student shall introduce the Master's Thesis Defense Committee and audience to his or her Thesis project and field of research, and address especially:

- the significance of his or her topic and research

- the theory and methodology employed
- key empirical material and literature
- a summary of the analysis and findings
- conclusions and limitations of his /her research

The candidate should not be interrupted during his or her presentation, only in an emergency. After his /her presentation, he /she shall answer any question from the Master's Thesis Defense Committee or the public. The Chair should keep the discussion within reasonable limits (especially if contributions of the participants amount to diversions). The total duration of a Master's Thesis Defense shall not be over 60 minutes.

XXXIX

The members of the Master's Thesis Defense Committee will usually question the student first; however the order is at the discretion of the Chair. Direct and relatively detailed responses from the student are normally required, rather than "yes" or "no" answers. Questions should be designed to allow the student to demonstrate his or her ability to summarize information gained from the coursework and the Thesis research. Subsequently, other persons attending the Defense may take part in the discussion. All such persons should have the opportunity to consult the copy of the thesis available at the departmental office prior to the Defense. The Chair of the Thesis Defense Committee determines whether questions asked are appropriate for a response and intervenes when the discussion becomes impolite, personal, or otherwise out of control.

XL

All meetings of the Master's Thesis Defense Committee shall be recorded in minutes. These include highlights of the student's presentation, main questions asked and summarized opinion of the Committee's members.

XLI (External Reviewer)

The external reviewer may, at his or her discretion and after agreement with the College, participate in the oral defense of the Thesis, either by being physically present or via a remote link (e.g., audio or video conferencing). If the external reviewer does not participate in the oral defense, his or her normally one-to-two-page signed written comments on the Thesis shall be made available to other members of the Master's Thesis Defense Committee before the oral defense.

XLII

After the questions and comments, followed by the student's response to them, are over, the candidate and observers (i.e. non-members of the Defense Committee) must leave the room and the Master's Thesis Defense Committee will agree on the acceptability of the Thesis in its present form and on a grade for the Thesis.

XLIII (Thesis Evaluation)

The evaluation and grading of the Thesis shall reflect the actual quality of the Thesis (not just the student's efforts and supervisor's wishes) and should conform to the international standards for this Mater's-level research. The following general criteria to be applied for evaluation of a Thesis: the quality of the structure, logic, clarity and coherence of the Thesis; quality of developing the argument(s) and their logic and consistency, ability to work with the literature, innovativeness / novelty of approach /of research, appropriateness of the methodology used, the level of compliance with format requirements and its general scientific value.

XLIV

The final evaluation and grade shall also reflect the student's performance during his or her oral defense. In this component, especially the degree of the student's knowledge, the ability to state his thoughts clearly and reasonably answer the questions are considered. The Master's Thesis Defense Committee also takes into account the comments made by the supervisor and other members of that Committee.

XLV

On conclusion of the thesis defense, the Master's Thesis Defense Committee shall:

- a. accept the Thesis as it is and grade it; or grade it with the condition of further editing and minor changes and corrections (with the help of the supervisor); or: not to grade it (in case the Thesis needs major work and amendments and a new defense);
- b. agree whether the student's Thesis defense was satisfactory or unsatisfactory;
- c. agree on a letter grade for the Thesis, representing the average of the grades given by the three voting members of the committee.

XLVI

When an opinion of one member of the Committee does not agree with an opinion of other members of the Committee, such member has the right to indicate his opinion in the minutes and sign it personally. If the numerical grades - on a 0-100 scale - given to the thesis by the members of the Master's Thesis Defense Committee vary by more than 10 marks, the Master's Programs Coordinator will try to resolve the discrepancy. If their efforts are not successful, the Master's Programs Coordinator will recommend the case to the Adjudication Committee. The Master's programs Coordinator in consultation with the Dean shall arrange for adjudication of the thesis and assignment of a grade through agreed points of reference and mechanism.

XLVII

The lowest grade for a Thesis deemed as satisfactory would be a numerical equivalent to B-. The student will be notified immediately as to the outcome of the defense.

XLVIII (Approval of the Thesis and Grade)

The Graduate Program Coordinator, on behalf of the Master's Thesis Defense Committee, will forward the Thesis of every student who receives a satisfactory grade and who successfully completes the defense of the Thesis to the Office of the Dean,

which, along with a recommendation of the College Council, accepts the Thesis as partial fulfillment of the requirements for the degree.

XLIX

If a student's Thesis receives an unsatisfactory grade, he or she will normally be given one semester to complete revisions stipulated by the Master's Thesis Defense Committee and resubmit the thesis to that Committee. If a student's Thesis receives a satisfactory grade but his or her defense is regarded as unsatisfactory, the student will be given a second opportunity to defend the Thesis. This defense must also be publicly announced in the same manner as the original defense. A third chance will not be offered.

L

The Dean has the right to ask the Master's Thesis Defense Committee for a review of the grade, if a problem in the grade awarded is suspected. The Dean may also set up an independent committee for the purpose. The Dean, Graduate Program Coordinator or Chair of the respective department, and the Master's Thesis Defense Committee will take part in such a review.

LI (The Grading Scale)

The final grades shall be awarded as follows:

- “A+” Awarded for an exceptional Thesis; publishable, without much adjustment needed, in academic peer-reviewed journals.
- “A” Awarded for excellent, in-principle publishable Thesis, some aspects of which are lower in comparison to texts that qualified for A+.
- “A-” Awarded for a very good Thesis, which features some minor deficiencies and received minor criticism during the defense.
- “B+” Awarded for a Thesis that is overall very good, with a well-developed argument, proper documentation and format, but with some less-than-major conceptual or methodological problems.
- “B” Awarded for a very satisfactory Thesis with an adequately-developed argument, proper documentation and format, but with a some rather significant conceptual or methodological problems that do not constitute fatal flaws.
- “B-” Awarded for a satisfactory Thesis that at the minimum acceptable level is considered adequately argued, documented, and defended, and contains no fatal problems.

LII (Final copies of Thesis)

Following the final approval of a Thesis by the Graduate Program Coordinator, or by the Dean designated faculty, two copies of the Thesis are bound as soon as possible after the approval. The copies should be delivered to the Office of the Graduate Program Coordinator. One, nicely-bound copy will then be deposited in the KIMEP Library and the second copy will be kept in the archives of the student's Department (the Chair and the departmental Executive Secretary are responsible for the latter). The departments shall also obtain and secure an electronic copy of each Thesis on a CD. (The purpose of this is that especially supervisors could check past theses when

they look for plagiarization in their subsequent thesis supervision.) These electronic copies may be forwarded to and kept in the safe at the office of the College Manager.

LIII

The Graduate Program Coordinator, together with the (main) supervisor, bear the ultimate responsibility for quality assurance of the final copies of the Thesis and shall check them and approve. After the Graduate Program Coordinator is assured that the Thesis conforms to the requirements of the College, he can sign the Thesis Defense Form. Only then the final grade is sent to the Registrar and the final copies, after being endorsed by the College Research Committee and /or by the Dean, are sent to the KIMEP Library. Important: There shall be no authorization of submission of the Thesis final grade to the Registrar until the two bound and one electronic copies are properly submitted to the Graduate Program Coordinator and the Thesis Defense Form is signed by the latter.

D. Requirements & Standards for the Format of the Master's Thesis

Students must comply with the standards, structure, and format for Master's theses. Deviation from this rule will result in rejection of the Master's thesis. If any uncertainty arises, the students shall observe the instructions provided by their Graduate Program Coordinator. In particular, all final copies of the Thesis must feature the following:

- **General organization of the Thesis**
 - i. **Front Page**
 - ii. **Signature Page**
 - iii. **Acknowledgement / Dedication (if any)**
 - iv. **Quotation as introduction to the thesis (if any)**
 - v. **Table of Contents (followed by List of Tables List of Figures, etc., if any)**
 - vi. **Abstract**
 - vii. **Preface / Introduction**
 - viii. **Text of the thesis divided into topics (chapters) preceded by a short but comprehensive subtitle**
 - ix. **Conclusion(s)**
 - x. **Appendices, if any**
 - xi. **Bibliographic references (including the Internet references, if any).**

The length of the Thesis shall be between 13,000 and no more than 20,000 words (about 50 to 80 pages), excluding appendices (but including foot/endnotes and bibliography). The Thesis must be written in English.

Each Thesis shall contain, in an easily identifiable paragraph, a clear statement of the main question or problem examined in the Thesis, it is, what the student wants to accomplish by research specified in his or her Thesis.

KIMEP strives to stay a completely plagiarism free institution. Enhanced measures shall be taken to ensure this in all students' Master's theses.

The student must comply with a recognized standard international system of citations and referencing, which must be consistently applied throughout the whole Thesis. Theses using mixed, improper, or unclear systems of quotations and references will be rejected.

Students whose mother tongue is different from English are strongly advised to have a specialist in English check their theses before printing and make sure that they show no major errors in language used. It is the responsibility of the student to ensure, before producing final copies of a Thesis for submission, that all the spelling, grammar, punctuation and choice of language are of a high standard and the bibliography is complete and correct.

- ***Thesis Format Specifications***

- **Title Page**

The students writing their Master's Thesis should format their Title Page following the sample page available at their Department or the Office of the Dean, or a sample attached to these *Guidelines*. Such a page shall clearly indicate the name of the student (author) and title of the research project. It shall be followed by the statement "A Thesis submitted to the department of _____ at the College of _____ in partial fulfillment of the requirements of _____ (name the degree e.g. Master of _____" and by the name of the institution "Kazakhstan Institute Management, Economics, and Strategic Research (KIMEP)" and the date (year). The name of the institution may appear on the top of the page.

- **Acknowledgments**

Acknowledgments are not necessary but may be given for professional assistance and in cases where the author is grateful for any special or non-routine aid. The Thesis is a published, professional document, and acknowledgements, if included, should be expressed simply and reflect a professional tone and nature. If you include an acknowledgments page, it must be double-spaced, and should not exceed one page.

Abstract

Master's Thesis abstract shall contain the information regarding:

- the structure of the Thesis
- relevance of the research
- the research objective
- the subject of research
- research methods used
- findings obtained, their novelty, and scientific or other applicability
- a list of key words (15-20 words).

-

- **Table of Contents**

This lists all chapter and first-level headings with page numbers.

-
- **Font**

A single font must be used throughout the Thesis; the only exceptions being in tables, graphs, and appendices. Headings may be bolded and no more than 2 points larger than the rest of the text. Style and size of type should be consistent throughout the Thesis, preferably Times New Roman 12 for the main text. Exceptions may be made for material such as tables reproduced from elsewhere, oversized tables or figures, and for material in the appendices, but all material must be legible and conform to margin requirements.

- **Paragraphs**

The first line of each paragraph should be indented. The first line of a paragraph may not appear at the bottom of the page (an “orphan”), nor may the last line of a paragraph appear at the top of the page (a “widow”). There must be at least two lines of a paragraph at the bottom of the page, or at the top of the page.

Section numbering

The sections of the Thesis shall be numbered throughout the Thesis. The sequence numbers shall appear indented, in the form of Arabic figures not followed by dots. Subsections shall be numbered within each section. For example:

3 A Survey of Theories
3.1 Game theory
3.1.1
3.1.2 – [Numbering of Thesis’s third section’s first subsection]
3.1.3
3.2 Other Theories; etc.

- **Spacing**

The Thesis must be double-spaced. Single spacing may be used only in the Table of Contents, footnotes and endnotes, charts, graphs, tables, quotations, captions, glossary, appendices, and bibliography. Quotations over three lines long should be in block quote, double or single-spaced, and indented on the left. Do not use quotation marks in the block quote except when indicating quotations within the block quote.

- **Margins**

Please note that the standards of the Ministry of Education and Science of Kazakhstan are as follows: a right margin - 1 cm; left margin - 3cm; top and bottom margins - 2cm. All margins must be maintained consistently throughout the main body of the Thesis. The margins of the text might be either right-aligned or justified; the latter option is preferable.

- **Paper Quality**

- A4; white bond, suitable for quality laser printing

- **Print**

The final version should be printed on a laser printer. Students should look carefully at a copy before paying for the services and ask for pages to be recopied if necessary. Common problems are smudges, copy lines and specks, missing pages, margin shifts, slanting of the printed image on the page, and poor paper quality – all this could make the copy unacceptable. The following standards should be observed:

- black print with a sharp, dark image
- color maps, charts, etc. are acceptable
- double-sided print is acceptable if approved by the supervisor and does not interfere with readability of the text. However, the title page must not be double-sided. (For the double-sided print, place page numbers in the left-hand corner for the back side of the page.)

- **Pages and Page Numbering**

Beginning with the first page of the Acknowledgements (or Preface, if included), all preliminary pages preceding the actual text must be numbered in lowercase Roman numerals; e.g., iii, iv, v, etc. These numerals must be centered under the text with at least one 2.5 cm of space between the number and the bottom of the page. If no optional pages are used, the page numbers must begin on the Abstract. The copyright page, signature page, title page, or dedication should not be numbered but should be included in the pretext page count.

The first page of the text proper begins at Arabic numeral 1. All pages within the text must contain an Arabic page number, bottom-centered, at least 2 cm from the bottom edge of the page. The first page of every major section (chapters, appendices, bibliography, etc.) must begin on a new page. The student must assume full responsibility for seeing that all pages are included, that all are in the proper order and that the abstract is included in each copy.

- **Headings**

The recommended APA's heading style consists of five possible formatting arrangements, each according to the levels of subordination. The headings are numbered Level 1, Level 2, and so forth to Level 5. But the levels are not necessarily used consecutively. Follow the APA manual carefully in selecting the levels of heading that fit your particular use.

1. Level 1: Centered, Boldface, Uppercase and Lowercase Headings
2. Level 2: Left-aligned, Boldface, Uppercase and Lowercase Heading
3. Level 3: Indented, boldface, lowercase heading with period.
4. Level 4: Indented, boldface, italicized, lowercase heading with period.
5. Level 5: Indented, italicized, lowercase heading with period.

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- **Quotations, Superscripts, and Subscripts**

Superscripts / subscripts may be one size smaller than the text. Longer quotations should be separated with double spacing or enough space to identify each quotation clearly.

- **Footnotes and Endnotes**

Footnotes and endnotes should be single-spaced with an extra space between notes. Footnotes for each chapter are usually numbered consecutively. The student should follow the preferences of the selected style manual or of his or her major Department when deciding the location of footnotes or endnotes: at the bottom of the page, grouped at the end of each chapter, or grouped at the end of the Thesis.

- **Foreign Language (Non-English) Use**

In justified cases, quotations in languages other than English may be included in the Thesis; however, these cannot be longer than one or two lines. There should be no more than three such quotations in the whole Thesis. Translation into English must be provided either immediately in square brackets after the quotation or in the respective footnotes or endnotes. Surnames and names of persons should be in the source language but transliterated using the Latin alphabet. Names of organizations and other proper names may be in the source language only if the English term is not available or is not generally used. In such cases, the most approximate translation into English must be provided in brackets and used in further occurrence. When you mention a foreign language source in the text, write it in English (unless the foreign version is generally better known); however, in your bibliography and footnotes you should write your source in the original language first, which must be followed by the translation into English in brackets.

- **Tables and Illustrations**

All tables, figures, illustrations, and other types of examples included and referenced in the text of the Thesis must be numbered for identification, with no duplication of these numbers. Figures may be numbered in one of two ways:

- a) consecutively throughout the document (Table 1, Table 2, Table 3, etc.), or
- b) double-numbered so that illustrations' numbers reflect their locations in the document (Figure 9.3 is the third figure in Chapter 9, or Figure A2 is the second figure in Appendix A.)

Captions and legends must be placed on the same page with the figure, graph, table or illustration they describe. In order to fit both figure and caption on the same page, captions may be single-spaced, margins may be slightly decreased and figures may be reduced in size to fit. If there is no other way to manage the amount of material to be shown on one page, the caption and figures should be side-by-side in continuous view. Figures, captions, and page numbers must be easily readable when the electronic document is viewed at 100 percent.

It is recommended that drawings, charts, diagrams, schemes, and illustrations included in the Thesis comply with the requirements of standards of the Unified System of Design Documentation (USDD), as required by the Ministry of Education and Science of Kazakhstan. For more details on formatting tables, please see the

Compulsory State Standards (GOST), par. 2.105, of the Ministry of Education of the RKZ.

- **Graphics**

Computer-generated figures and graphs must meet the same standards as the rest of the Thesis. Do not use pencil, ballpoint or felt tip in the final copy. Labels on photographs, charts, and other figures must be permanent. Captions, legends, and all other identifying information should be, as much as possible, of the same quality of type as the text. If graphics, tables, or figures are horizontal, the top of the printed page should be placed on the left side of the paper with the page number in the upper right hand corner.

In-text Citation

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. (For detailed formatting, see *the Appendix II.*)

- **Short Quotations**

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses. If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

- **Long Quotations**

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Bibliography / Reference

The format of the bibliography must be consistent with the style manual used to format the whole text. Non-English sources must be provided with translation into English in the square brackets.

Reference Citation

KIMEP University style requirement for Master's theses in business, social sciences, applied linguistic is that defined by the American Psychological Association (APA) (See American Psychological Association (2009). Publication manual of the American Psychological Association (6th Ed.). American Psychological Association.)

Using APA style, the sources in a Thesis are listed alphabetically on a separate page(s) titled References. This section follows the final page of the text and is numbered. Entries appear in alphabetical order according to the last name of the author; two or more works by the same author appear in chronological order by date of publication date. When there are two or more books or articles by the same author, repeat the name of the author in each entry. (For more detailed information, check *Appendix II*.)

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- **Appendices**

Materials of different categories, unusual or supplementary materials, such as questionnaires or copies of photographs, lengthy original data, summary tabulations, should be placed in separate appendices. When there is more than one appendix, each should be given a number or a letter (APPENDIX 1, APPENDIX 2, etc.; APPENDIX A, APPENDIX B, etc.) All material in the appendices must fit in the margin requirements.

- **Corrections**

In the final copy, the student should **not** make handwritten corrections or use correction fluid.

- **Reprints and Use of Copyrighted Material**

It is the student's responsibility to obtain and keep for his or her records written permission to use copyrighted material in their Thesis. The copyrighted material may include photographs of works of art. One can get permission by sending a letter of request to the copyright holder. Such a letter will normally be returned with an approval stamp or signature. Some copyright holders require a specific form of acknowledgment. The student should consult his or her supervisor on the copyright procedures.

E. Some Particulars of Thesis Writing Management

1. As established above, there shall be a modular approach to writing a Thesis, which is developed in three consecutive stages. The process shall include, among other things, the drafting of a brief proposal at the early stage of the Thesis-writing process (during *Thesis I*) and a 8 to 15-pages Thesis Proposal (by the end of *Thesis II*), which must be given to the selected supervisor(s) and must meet with his or her approval. For *Thesis II*, a formal defense of a Thesis Proposal is required.

2. The (main) supervisor of a Master's Thesis and the Supervisory Panel are selected by the student and subsequently endorsed by the Graduate Program Coordinator in the Department, after consultations between the student and a prospective supervisor and between the Coordinator and the prospective supervisor. The Master's Thesis supervisor shall have knowledge and expertise in the area researched in the Thesis.

3. A Master's Thesis shall be developed in three stages, corresponding to three coded courses:

- 1) *Thesis I – Prerequisite of Methodology. Thesis Development.* At this stage, the student with the help of his or her supervisor will identify the main research topic / question; the coherent argument to be followed; the general structure of the Thesis; methods to be applied; the key literature to be used; and the timeline of the Thesis work. At the end of this stage, the student shall submit for assessment a tentative proposal for his or her Thesis. (This proposal, however, may still be reconsidered and changed, if necessary, during the *Thesis II* stage.) These outcomes to be achieved in *Thesis I* will usually be integrated into the learning outcomes of a course that also covers Research Methods or Research Writing that is offered at an appropriate level.
- 2) *Thesis II – The Literature Review and Thesis Building. Defense of the Proposal.* During this stage, the student shall critically review the identified relevant literature; specify his or her argument; collect information and data relevant for the Thesis' argument; work on a theoretical framework; write the Thesis introduction; and start developing his or her argument in full. (*See also the section A/XVII.*) At the end of this stage, the student shall submit a formal research proposal of his or her Thesis. The student shall defend such a proposal at a mandatory Proposal Defense to a committee consisting of the Thesis supervisor and at least two qualified instructors from the student's Department. It is strongly recommended that also all other Master's Program students are invited. The date, time, and place of the Proposal Defense will be publicly (i.e. College-wide) announced. (The Thesis supervisor and the Graduate Program Coordinator ensure that all Master's Program students at their Department are strongly encouraged to attend the defense.)

During *Thesis II*, the recommended division of responsibilities between the course instructor and supervisor in guiding the candidate shall be as follows: The supervisor serves as an expert resource for the student, provides advice on various aspects of the topic of the student's Thesis, and helps to develop the quality of argument in an appropriate context of the research problem. The responsibility of the course instructor shall be, among other things, to obtain feedback from the supervisor regarding the student's progress and check whether the student meets with the supervisor and submits Thesis drafts to both the instructor and supervisor periodically. Depending on the deficiencies in the student's work and skills, the course instructor assists the student in overcoming the latter's difficulties. (*For the focus of Thesis II course, see A/XVII.*)

Thesis Proposal. The student shall prepare a relatively detailed proposal for his /her Thesis following the principles learned in *Thesis I*. An approximate length of the Proposal will be 8-15 double-spaced pages (2000-3500 words). The Proposal shall demonstrate that the student has reviewed the relevant literature and comprehensively outlines how the research will be conducted. The Proposal will include the major research question(s) /problem(s) of the Thesis and elaboration on their significance, a tentative review of the current state of knowledge in the given area of research, the survey of the material and

methods to be used, an outline of the main argument (or hypothesis), comments on the theoretical framework useful for developing the argument and conducting the research, and the schedule for completion of individual stages of the Thesis. In summary, the outline of the Proposal shall consist of the following: 1. Title Page; 2. Problem Statement & Objectives; 3. Preliminary Literature Review / Background Information; 4. Reflection on the Significance of the Issue / Problem; 5. Suggested Methodology / Preliminary Theoretical Framework; 6. Expected Findings; 7. Timeline of the Thesis Work.

Thesis Proposal Defense. A substantive Thesis Proposal Defense shall be held, at which the Thesis Proposal is discussed by the student and all the members of the Supervisory Panel. Such a defense will provide the opportunity to reach a consensus on the merits and specific aspects of the Thesis, as well as to direct the student towards the successful completion of an acceptable Thesis. If the defense is successful, the “*Master’s Thesis Proposal Evaluation Form*” shall be filled in, signed by all the members of the Panel, and forwarded to the student’s permanent file, with a copy to the Graduate program Coordinator. It is strongly recommended that a consensus on whether a particular Thesis Proposal is defensible, has been reached among the Supervisory Panel members and the Graduate Program Coordinator prior to the defense. The grade for the Thesis Proposal is then forwarded to the instructor of the respective *Thesis II* for subsequent inclusion into the total grade for *Thesis II* course.

- 3) *Thesis III – Thesis Writing and Defense.* During this stage, the main body of the Thesis is written based on the defended Thesis Proposal. In close cooperation with and support of the supervisor(s) the whole Thesis is finalized and prepared, in the due time, for the defense. (*For the Thesis Defense guidelines and rules, see Part C.*) Around the mid-term of *Thesis III*, the supervisor fills in a *Progress Report Form*, in which he or she indicates the status of the Thesis work, and forwards it to the Chair of the Department, with a copy going to the Graduate Program Coordinator.

4. The Thesis writing student shall during the whole thesis process keep in close touch with his or her supervisor. The student shall follow, as much as possible, the supervisor’s guidance regarding the deadlines for individual parts (or chapters) of the thesis, inclusion of the material, and treatment of sources. The student shall, on the regular and mutually agreed basis, submit to the supervisor(s) drafts of individual parts (or chapters) of his or her Thesis. The student shall make the changes / corrections to the Thesis recommended by the supervisor(s) as soon as after he or she receives the feedback from them. (*For the specific responsibilities of the student, see the Memorandum of Understanding.*)

While the first draft proposal of the Thesis shall be prepared during *Thesis I*, the organization (structure) of the Thesis shall be determined by the student, in conjunction with the supervisor(s), at the beginning of *Thesis II*. The student will develop the main argument at the early stage of *Thesis II* with reference to the up-to-date literature. The student shall attempt, with help of the supervisor(s), if necessary, to evaluate critically the arguments and literature used by the end of *Thesis II*.

5. The student, under guidance from his or her supervisor, should follow during all these steps of the Thesis-writing process proper research methodology and ethics of scientific research. Also, advised by the enclosed Memorandum of Understanding, the student is expected to follow the agreed schedule of the Thesis work. The student is also expected to carefully consider all the comments of the Supervisory Panel and address these comments in his or her revised versions of his or her Thesis.

6. It is recommended that the Graduate Program Coordinator or CSS Research Coordinator organize a meeting of supervisors at least once in an academic year to share experiences and identify and advise on any issues / problems that have arisen. The dates of such meetings will be announced through regular communication channels. It is responsibility of all the supervisors to either attend the sessions or become closely familiar with the College supervision policies. In any case, they should consult the Office of the Dean whenever they have any hesitations or concerns about the responsibilities and conduct of a supervisor.

7. All disputes related to the Thesis-writing process shall be resolved justly and amicably and according to the respective provisions in the *Memorandum of Understanding*.

F-I. APPENDICES

F. FORMS

Thesis Registration Form

[If applicable, students will obtain it from the Registrar.
In any case, supervisors please check whether your student is registered for the
respective *Thesis*.]

Supervisory Panel Form

Each Graduate student must register for a *Thesis I* course and get this Form completed and signed after the selection of topic and main supervisor and Supervisory Panel members as soon as possible (normally, with the first 4 weeks of *Thesis I*). The student submits this completed Form to the departmental Graduate Program Coordinator who will sign it, if establishment of the Panel was done properly. An original of the Form then goes to the CSS Dean's Office (College Manager) for record keeping and the Graduate Program Coordinator obtains a copy of it.

Student: _____

Student ID#: _____

Thesis Topic: _____

Supervisor: _____ Date: _____

Supervisory Panel Member (1): _____ Date: _____

Supervisory Panel Member (2): _____ Date: _____

Supervisory Panel Member (3), if any: _____ Date: _____

Graduate Program Coordinator: _____ Date: _____

Chair of the Department: _____ Date: _____

College Manager (signs upon receiving the original): _____

Date: _____

Master's Thesis Proposal Evaluation Form

Each Graduate student registered for the *Thesis II course* must get this Form filled in and signed immediately after defending his /her *Thesis Proposal*. The student or his / her supervisor submits this completed Form to the departmental Graduate Program Coordinator who will sign it. An original of the Form then goes to the CSS Dean's Office (College Manager) for record keeping and the Graduate Program Coordinator obtains a copy of it.

Student (Name): _____

Student ID#: _____

Title / Topic of Thesis: _____

Date of Proposal Defense: _____

Supervisor: _____

Qualified Instructor (1): _____

Qualified Instructor (2): _____

Defense of the Proposal: successful _____ unsuccessful _____

Graduate Program Coordinator: _____ Date: _____

Chair of the Department _____ Date: _____

College Manager (signs upon receiving the original): _____

Date: _____

Master's Thesis Progress Report Form

The (main) supervisor shall complete this Form for all his / her Master's Thesis writing students at the mid-term of *Thesis III*. It will be checked and signed by the Graduate Program Coordinator. The latter may take, if necessary, an action to rectify the problem indicated in the Report. An original of the Form then goes to the CSS Dean's Office (College Manager) for record keeping and the Graduate Program Coordinator obtains a copy of it.

Student _____ Student ID# _____

Master's Thesis Title /Topic _____

Supervisor _____

Supervisor's comments on the thesis writing process so far:

a) Is the thesis on schedule? Yes ___ No ___

If no, please provide details _____

b) Are there any actual or potential problems emerging? Yes ___ No ___

If yes, please specify _____

c) Cooperation / communication between the supervisor and student is (check one):

----- good ----- satisfactory ----- breaking down ----- unsatisfactory

d) Do you need the Graduate Coordinator or the Chair to intervene to help to solve the problem?

Yes _____ No _____

If yes, what intervention / help would you suggest? _____

Signature of the Supervisor: _____ Date: _____

Signature of the Graduate Program Coordinator: _____ Date: _____

Signature of the Chair: _____ Date: _____

Received by the College Manager: _____ Date: _____

Master's Thesis Defense Form

This Form must be completed immediately after the defense of the Master's Thesis has taken place. It must be signed by the main Supervisor and all the members of the Master's Thesis Defense Committee and checked and signed by the Graduate Program Coordinator, the Chair of the Department, and the Dean before it can go to the Registrar for graduation records. One copy is the received by the CSS Dean's Office (College Manager) for record keeping and another copy by the Graduate Program Coordinator.

Student (Name): _____

Student ID#: _____

Title of the Thesis: _____

Date of Defense: _____

Defense Result (possible comments):

Final grade: _____

Main Supervisor: _____ Date & signature: _____

Committee Member (1): _____ Date & signature: _____

Committee Member (2): _____ Date & signature: _____

Committee Member (3): _____ Date & signature: _____

External Examiner, if any: _____ Date & signature: _____

Chair of the Defense Committee: _____ Date & signature: _____

Graduate Program Coordinator: _____ Date & signature: _____

Chair of the Department: _____ Date & signature: _____

Signature of the Graduate Program Coordinator acknowledging that he / she has received final copies of the Thesis:

Date & signature: _____

College Dean: _____ Date & signature: _____

Master's Thesis Evaluation Form

Note: This form is an example and it is to serve the Master's Thesis Defense Committee as a working sheet. Each department may develop its own form, corresponding to its specific needs, which should, however, in general follow the structure below. More specific guidelines for evaluating individual elements of the Thesis are being developed. This filled in Form is submitted to the Graduate Program Coordinator together with the Master's Thesis Defense Form.

Graduate student's name: _____

Student ID: _____

Thesis Topic: _____

Supervisor: _____

Date of Defense: _____

Criteria	Maximum	Grade	Comments
1. Quality of the Thesis			
Abstract & setting objectives /hypothesis	10		
Literature review & info collection	20		
Theory, Research methods	20		
Argument development / Analysis	30		
Quality of the format, incl. charts, graphs, etc.	5*		
2. Work process			
Meeting the deadlines	5		
Originality & initiative	5		
Defense performance	5**		
Total for the thesis	100		

TOTAL GRADE:

Master's Thesis Defense Committee members:

Name / Signature /Date

Name / Signature /Date _____

Name / Signature /Date _____

Name / Signature /Date _____

Received by the Graduate Program Coordinator:

Signature: _____ Date _____

Notes:

- *) Only if there are no major deficiencies; in the latter case the problems have to be removed.
- **) Only if defense performance is successful /acceptable; in the negative case, the rule of a second defense applies (it is, in the case that the Thesis as such is accepted).

Defense Meeting Notes / Minutes

I. Meeting Information

Student's Name: Supervisors: External Examiner: Time: Date: Location: Duration (total minutes of actual defense): # of people in attendance:

II. Description of Meeting

Examiners (sign and print): _____

Graduate Program Coordinator (sign and print): _____

Dean (sign and print): _____

Filled out by the Graduate Program Coordinator or College Manager

Date form was received: _____

Date form was processed: _____

G. Samples of Title Page and Signatory Page



KIMEP UNIVERSITY

[Organization where the Thesis was prepared]

- **SURNAME, NAME, PATRONYMIC**
STUDENT ID#

•

- **Title of Thesis**

Code and Name of Specialization (Major)

A thesis submitted to the department of _____ at the College of _____ in
partial fulfillment of the requirements of _____ (name the degree e.g.
Master of ___ [the type of Master's degree / Program]

Thesis Supervisor:

Research Advisor (if any):

City/town, year

Or:



Student' name

ID #

Title of Thesis

Title of Master's degree

A thesis submitted to the . . . in partial fulfillment of the requirements of the . . .
Degree

Thesis Supervisor:

Almaty, 201. .

[Sample: Signature Page]

The Thesis Committee for . . .

Certifies that this is the approved version of the following thesis:

Title of Thesis

APPROVED BY

THESIS DEFENSE COMMITTEE:

Supervisor: _____ **Date:** _____

Second member: _____ **Date:** _____

Third member: _____ **Date:** _____

Dean; _____ **Date:** _____

Note on the Title and Signature Pages: The student's name on the Signature Page and Title Page must appear in exactly the same form as it is registered with the academic institution. The signatures must be original. The major and degree to be awarded must be exactly those to which the student was admitted officially by the graduate school. These pages are not numbered or counted in any way.

Note on the Signature Page: KIMEP will have an officially approved template for a Signature Page in the near future. For the time being, students are recommended to use the best practices (they may check the approved theses in the Library) or they may follow a sample included in these *Guidelines*.

The number of signature lines must equal the number of committee members. The signatures on both official copies must be original.

H. Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

between the Master's-Thesis-Writing Student and his / her Supervisor(s)

(Preamble)

The CSS strongly encourages the practice of supervisor(s) and their Master's Thesis students agreeing on a written Memoranda of Understanding (MOU) so that expectations are explicit between the parties at an early stage. Clear expectations about the responsibilities of both parties are essential to a successful supervision relationship.

The MOU should be regarded as tool to help in the planning and conduct of a thesis study rather than as an administrative imposition. It represents a commitment and understanding, which reflect obligations of what a supervisor(s) and student could reasonably be expected to meet under normal circumstances.

If the circumstances and /or project change substantially, a new MOU should be drawn up with the changes highlighted. An updated MOU should be completed at the beginning of each academic year or every 12 months for those students starting later in the year.

Students should read, print, and bring the signed MOU to the first supervision meeting for discussion with his/her co-supervisors. They deliver the original signed MOU to the Master's Program Coordinator within two weeks of the signing of the MOU. When all signatures are complete, all signatories should hold a final copy of the MOU. It is the students' responsibility to provide copies for themselves and their supervisor(s).

PERSONAL INFORMATION

Student Name (ID#):

Student Status (please circle):

Part-time Full-time

Primary e-mail address: _____

Secondary e-mail address: _____

Home Phone #: _____

Mobile Phone #: _____

THESIS INFORMATION

3. Thesis Details:

Thesis supervision start date:

Anticipated Thesis submission date:

(The Program's expectation is that thesis research should be of a kind which a diligent and competent student might reasonably be expected to complete within 12 months of beginning the project development process notwithstanding extenuating circumstances.)

4. Title of Project (tentative) (<20 words):

5. Brief Description of Thesis Project (tentative) (<100 words):

6. (Main) Supervisor:

Secondary Supervisors / Advisors:

7. a. The student and supervisor(s) should be familiar with both KIMEP graduate requirements and program requirements. The requirements are on the website and will be updated regularly.
- b. Students are also responsible for periodically checking their records (Checklist) at the Registrar's Office and making sure that the records match their personal records concerning their coursework, paperwork, etc.
8. The following conditions and responsibilities have been read and agreed upon by the student and supervisor:

ROLE AND RESPONSIBILITIES OF THE SUPERVISORS

All supervisors are expected to have good knowledge of the College and Department Graduate Program, as well as the *CSS Master's Thesis Guidelines*, including this MoU. The following conditions have been read and agreed upon by student and supervisors:

The supervisors play an important role in overseeing, mentoring, and guiding the student's research work. The main supervisor must meet with the student on a regular basis, review the work in progress, and assist in keeping the student on track towards a timely completion of the thesis.

The main supervisor shall ensure that the Supervisory Panel meets and /or consults periodically and functions effectively. The main supervisor also ensures that the

members of the Panel examine the material submitted by the student in a timely fashion. The supervisor will also organize and facilitate the student's final oral defense of the thesis.

The supervisors will ensure timely feedback to the student. Normally, written work should be returned with comments within 10 working days and/or at least 7 full days (including a weekend) before a scheduled meeting (notwithstanding extenuating circumstances).

The supervisors will work together ensure appropriate ongoing supervision of the student during any leave of absence from the University (sabbatical, medical leave) as long as they are still affiliated with KIMEP University.

Specific responsibilities of the main supervisor in guiding the student shall be as follows:

- a) ensuring that the proposed research plan is appropriate for the academic program the student is enrolled for and that appropriate physical resources are available to support the research;
- b) assisting the student in formulating the thesis statement (research question), scheduling the work plan, and selection of the substantial literature;
- c) coordinating and supervising individual stages of the thesis production, as well as advising the student regarding special research tasks;
- d) monitoring that the agreed work schedule is followed;
- e) regularly checking the quality of the work done by the student;
- f) sensitively guiding the student when disagreements occur over the merits of different research approaches, ideologies, implications of the argument, etc.;
- g) not compromising when either deliberate or involuntary instances of plagiarism or sloppiness in student's work occur;
- h) overseeing that an acceptable, completed Thesis is submitted two weeks before the defense;
- i) keeping the Graduate Program Coordinator informed of any changes in the title of the thesis and any proposed or actual change in supervisors;
- j) notifying the Graduate Program Coordinator, or the Chair of the Department, of any serious problems in the supervision.

All supervisors comprising the Supervisory Panel shall approve the nature and scope of the Thesis topic (research question) on the basis of adequacy, relevancy, and as being reasonably manageable and ultimately defensible. They will meet with the student to assess and discuss the Thesis Proposal and individual stages in thesis development. They shall review submitted drafts of the Thesis and identify necessary revisions. The associate supervisors shall report to the main supervisor, as soon as possible, any major problems, including suspicion of plagiarism and other unethical behavior of the student as perceived by them during the Thesis writing process. All the supervisors participate in the final oral defense of the thesis, evaluate the student's thesis and defense performance, and with their signatures confirm the final result.

Important: The Thesis supervisor is responsible for ensuring that the student is aware of KIMEP's plagiarism policy and that both during the thesis-writing process and in the final copy of the Thesis, no instance of plagiarization occurs. The Thesis supervisor may ask the Graduate Program Coordinator, the CSS Director of Research,

or other designated faculty, for cooperation in the matter. Particular attention shall be paid to proper referencing and citation within the Thesis.

ROLE AND RESPONSIBILITIES OF THE STUDENT

All students are expected to have good knowledge of the Graduate Program and *Master's Thesis Guidelines*.

Both the student and the supervisor(s) are primarily responsible to ensure that the Thesis is completed in accordance with the CSS guidelines and standards. However, it is mostly the student's responsibility to ensure that most aspects of the Thesis process are carried out in a timely manner. Specifically the student:

- i. registers for the Thesis course;
- ii. attends mandatory Thesis classes /sessions;
- iii. meets with the supervisor(s) on a regular basis, updates and shares with the supervisor(s) the work-in-progress and receives feedback remaining on track towards timely completion of the Thesis;
- iv. ensures with the supervisor that the proposed research is appropriate for his or her program;
- v. gets assistance from the supervisor in formulating the thesis statement (research question); scheduling the work plan; selection of the relevant literature; developing appropriate methodology; analyzing the findings and drawing appropriate conclusions /implications;
- vi. follows the agreed work schedule;
- vii. gets feedback regularly from the supervisor and members of the Supervisory Panel on the quality and quantity of the work done;
- viii. is responsible for informing the co-supervisors of any changes in contact details (e-mail, mailing address, telephone);
- ix. is responsible for keeping the co-supervisors informed of any problems that could delay (or prevent) completion of his /her research;
- x. tries to resolve amicably any disagreement that occur with the supervisor and/or members of the Supervisory Panel during the Thesis process;
- xi. avoids any instance of plagiarism in his /her Thesis;
- xii. clearly indicates how advice and suggestions from the supervisors and / or the Defense Committee have been integrated into his /her Thesis work;
- xiii. is responsible for formatting and editing their work (both ongoing and final) according to the standards stated in the LC MA in TESOL graduate student handbook or the APA style manual;
- xiv. ensures that an acceptable completed Thesis is submitted at least two weeks before the defense;
- xv. arranges, in consultation with the supervisor(s) and in coordination with the Graduate Program Coordinator, public defense of the Thesis on time;
- xvi. takes part in the defense of the Thesis Proposal and the final oral defense of the Thesis (*for specifics, see the Guidelines*);
- xvii. submits two bound copies of the final version of the Thesis (if necessary, with revisions after the public defense) and an e-copy of the Thesis to the office of the Graduate Program Coordinator or to the CSS Office of the Dean, in a timely fashion, in order to be able to receive his or her grade for the Thesis.

If the student does not agree with the guidance and instructions he or she receives from the supervisor(s), the student shall discuss the disagreement with the supervisor first. If the discrepancy in opinion persists, the student shall inform the Graduate Program Coordinator as soon as possible. Whenever such a problem occurs, the Graduate Program Coordinator of the Chair of the Department will convene a meeting at which the both parties present their opinion. (*See also Conflict Mediation below.*)

SUGGESTED MEETING SCHEDULE <i>Optional</i>

Please note the following meeting schedule:

<i>First meeting</i>	The student should discuss and review the draft of the Thesis topic and research questions with their supervisors, a schedule for completion of the Thesis Proposal and the mutual communication strategy.
<i>Second meeting</i>	Basic theory and methodology applied and literature review are discussed, proposal draft starts, including preparations for data collection.
<i>Third meeting</i>	Data collection progress and Thesis Proposal draft discussed.
<i>Fourth meeting</i>	Thesis Proposal finalized for the Proposal Defense; tentative conclusions discussed.
<i>Fifth meeting</i>	Final preparation for Proposal Defense and Proposal Defense.
<i>Sixth meeting</i>	Strategy for development of the argument and individual Thesis chapters. Work on surveys and other additional data collection discussed.
<i>Seventh meeting</i>	Early draft of the Thesis document. Development of the Conclusion chapter. <i>Students should apply the comments on the early draft and finish the whole thesis.</i>
<i>Eighth meeting</i>	<i>After this point, students should focus on revising and editing the whole thesis. Final read through of the thesis. Students should give supervisors sufficient time to read and give them feedback. This version of the Thesis should already be formatted before submitting to supervisors for their reading.</i>
<i>Final meeting</i>	Preparation for the thesis defense. The final version of the Thesis must be submitted to the Graduate Program Coordinator for circulation 2 weeks before the Thesis Defense.

Note:

1. If you miss some of these milestone meetings, then be aware that your Thesis completion and defense time might have to be adjusted. It is the student's responsibility to meet the deadlines and it is the supervisors' responsibility to provide feedback in the agreed upon timely manner in order to help facilitate their graduation.

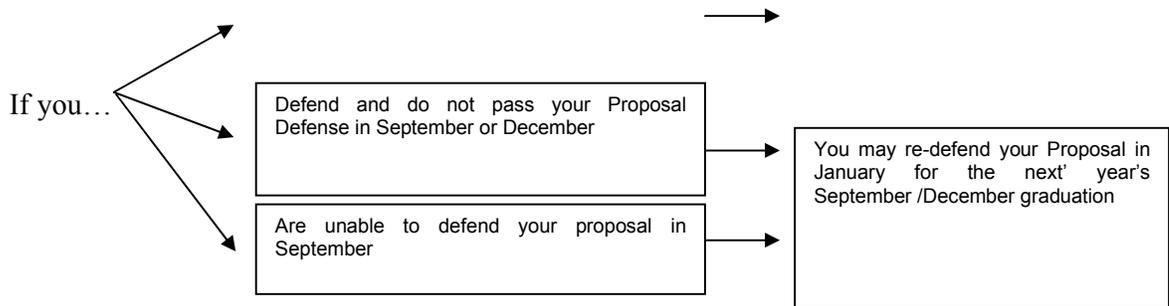
PROGRAM DEADLINES

Please note the following deadlines:

Please record these program deadlines carefully. If you miss these deadlines, then this will affect your graduation timeline.

Defend and pass your Proposal Defense in September or December
--

You can continue with the schedule to progress towards next year May graduation



COMMUNICATION STRATEGY

In general, it is the student's responsibility to arrange a meeting time with their supervisor(s). If a meeting is rescheduled because of a problem on the part of the faculty member, it is the faculty member's responsibility to arrange a new time for the missed meeting/communication. If a meeting is rescheduled because of a non-attendance by the student, the student should propose a new time.

It is also the student's responsibility to make sure that both all supervisors are aware of the student's progress regarding their project.

CONFLICT MEDIATION

If, throughout the course of developing and writing the Thesis, the student feels that there is a misunderstanding between him/herself and their co-supervisor(s), he / she shall first try to clarify the issue within the supervisory team.

However, if the issue does not get resolved in their discussion, the student should contact the Graduate Program Coordinator with a request for a mediation meeting. The student should provide a specific explanation why the meeting is desirable and what issue should be discussed.

The Graduate Program Coordinator will then set up a meeting with all available supervisors (however, at least the main supervisor has to be present), the student in question, and the Graduate Program Coordinator to discuss the issue. The meeting will be a structured one that will be recorded in minutes to avoid any party being misrepresented. It is expected that during the meeting a course of action will be developed which should lead to a solution satisfactory to all the parties, to which all parties will agree and which they sign at the end of the meeting.

This form will be filed with the Graduate Program Coordinator and referenced later if necessary.

The above MoU was read and understood.

(Main) Supervisors Initial: _____ Date:

Associate Supervisors Initial: (1) _____ (2) _____ Date:

Student's Signature: _____ Date:

I. The APA Style Manual

- **Reference Citation**

KIMEP University style requirement for Master's theses in business, social sciences, applied linguistic is that defined by the **American Psychological Association (APA)**. See American Psychological Association (2009). Publication manual of the American Psychological Association (6th Ed.). American Psychological Association.

- In APA style, the sources in a paper are listed alphabetically on a separate page headed **References**. It follows the final page of the text and is numbered. Entries appear in alphabetical order according to the last name of the author; two or more works by the same author appear in chronological order by date of publication date. When there are two or more books or articles by the same author, repeat the name of the author in each entry.

- - **Print sources**

- - **Book by one author**

Last name first, followed by author initials.

Sheril, R. D. (1956). *The terrifying future: Contemplating color television*. San Diego: Halstead.

- - **Book by two authors or more**

List by their last names and initials. Use the ampersand instead of "and."

Smith, J., & Peter, Q. (1992). *Hairball: An intensive peek behind the surface of an enigma*. Hamilton, ON: McMaster University Press.

- - **Three to Six Authors**

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

- - **Unknown Author**

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

- - **Two or More Works by the Same Author in the Same Year**

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter.

Article in Journals and Periodicals

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

Wrong, M. (2005, August 17). "Never Gonna Give You Up" says Mayor. *Toronto Sol*, p. 4.

Government document

Revenue Canada. (2001). *Advanced gouging: Manual for employees* (MP 65–347/1124). Ottawa: Minister of Immigration and Revenue.

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Electronic sources

For electronic references, websites, and online articles, APA Style asserts some basic rules, including to:

- direct readers specifically to the source material using URLs which work;
- include the access date; and
- include all other relevant APA style details for the source

Internet article based on a print source (With exact formatting of original)

- Marlowe, P., Spade, S., & Chan, C. (2001). Detective work and the benefits of colour versus black and white [Electronic version]. *Journal of Pointless Research*, 11, 123–124.

Internet article based on a print source (Formatting differs from original)

- Marlowe, P., Spade, S., & Chan, C. (2001). Detective work and the benefits of colour versus black and white. *Journal of Pointless Research*, 11, 123–124. Retrieved October 25, 2007, from http://www.pointlessjournal.com/colour_vs_black_and_white.html

Article in an Internet-only journal

Blofeld, E. S. (1994, March 1). Expressing oneself through Persian cats and modern architecture. *Felines & Felons*, 4, Article 0046g. Retrieved October 3, 1999, from <http://journals.f+f.org/spectre/vblofeld-0046g.html>

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Movie

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Comments & amendments:

The research question has to be original, i.e. a question that has never been covered in this form, it should be up-to-date and relevant. You should choose a subject that can be formulated as a question to be discussed and answered in the thesis. It should not be too extensive or general. The subject should be one of personal interest. Subject and the availability of data have to be agreed upon with your supervisor before you start.

When do you have to make reference to your sources?

Generally speaking you should make a reference to all thoughts, arguments, data and information you adopted from other people. The guiding principle is that a reader should be able to clearly distinguish between your statements and opinions (assessments, hypotheses, conclusions etc.) and those of other people at every point. General knowledge or basic textbook knowledge in your field is exempted from this requirement. E.g. if you use the concept of a utility curve in general, you do not need a reference. However, if you are using a specific utility curve of another author, you have to quote or reference her. This distinction can of course be problematic, but in case of doubt please provide a reference.

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The **Protocol Form** for the minutes from the Thesis Defense, as required by the Ministry of Education and Science of the Republic of Kazakhstan, will be made available in the near future.