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Информация о владельце:  
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Должность: Ректор  
Дата подписания: 08.07.2025 11:41:05  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae183

**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
RUDN University**

**Faculty of Philology**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**Professional workshop**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**42.03.02 Journalism**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**Multimedia Journalism**

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higher education programme profile/specialisation title

## 1. OBJECTIVE OF THE DISCIPLINE

The *Professional Workshop* course provides a four-year developmental framework for the formation of students' individual professional style, practical competencies, and creative confidence in the field of digital media and communication. The course is centered on continuous skill-building, hands-on learning, and reflective practice. It enables students to master key tools, formats, and technologies used in the modern media industry through active experimentation, peer collaboration, and mentorship.

*Professional Workshop* emphasizes the process of learning-by-doing: practicing journalistic writing, storytelling, editing, video production, interviewing, fact-checking, data visualization, and other core skills. Through studio sessions, masterclasses, simulations, and feedback rounds, students shape their professional voice, ethical standards, and media literacy.

The course serves as a safe, iterative environment where students are encouraged to take creative risks, learn from mistakes, refine their techniques, and steadily grow into confident media professionals ready for real-world challenges.

The main objectives are:

1. To provide students with consistent and structured practice in core media and communication skills, including writing, editing, speaking, reporting, multimedia storytelling, and content design.
2. To develop students' ability to work across various formats and platforms: print, broadcast, digital, and social media.
3. To encourage regular engagement with professional standards, editorial feedback, and peer review as tools for improvement.
4. To strengthen students' self-awareness, creativity, and critical thinking in evaluating and improving their own work.
5. To support students in developing a distinctive professional voice and ethical stance aligned with current media practice.
6. To cultivate soft skills such as communication, initiative, flexibility, and the ability to adapt to changing professional environments.
7. To help students build a personal portfolio of diverse works that reflect their progress and readiness for internships or employment.
8. To foster a culture of experimentation, reflection, and growth through practical tasks, individual mentoring, and micro-challenges.

## 2. REQUIREMENTS FOR STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

<b>Code</b>	<b>Competence</b>	<b>Indicators of competence achievement (within the discipline)</b>
GPC-1	Able to create media texts and (or) media products demanded by society and industry, and (or) communication products in accordance with the norms of Russian and foreign languages, and the peculiarities of other sign systems.	GPC-1.1 Identifies specific characteristics of media texts and (or) media products and (or) communication products from different media segments and platforms
		GPC-1.2 Prepares journalistic texts and (or) products of various genres and formats in accordance with Russian and foreign language norms and other sign systems
GPC-2	Able to consider trends in the development of public and state institutions for their diverse coverage in created media texts and (or) media products, and (or) communication products.	GPC-2.1 Knows the system of public and state institutions, mechanisms of their functioning and development trends
		GPC-2.2 Observes the principle of objectivity in journalistic texts and (or) products when reporting on public and state institutions
GPC-4	Able to respond to the demands and needs of society and audiences in professional activities.	GPC-4.1 Relates sociological data to the demands and needs of society and individual audience groups
		GPC-4.2 Considers the main characteristics of the target audience when creating journalistic texts and/or products

### 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Professional workshop” belongs to the Compulsory Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

<b>Code</b>	<b>Competence</b>	<b>Previous discipline</b>	<b>Subsequent disciplines</b>
GPC-1	Able to create media texts and (or) media products demanded by society and industry, and (or) communication products in accordance with the norms of	Radio Broadcasting / Основы радиовещания	Radio Broadcasting / Основы радиовещания Межкультурная коммуникация /

<b>Code</b>	<b>Competence</b>	<b>Previous discipline</b>	<b>Subsequent disciplines</b>
	Russian and foreign languages, and the peculiarities of other sign systems.	Межкультурная коммуникация / Intercultural communication DATA Journalism / Журналистика данных International Journalism / Международная журналистика Art & culture journalism / Журналистика культуры и искусства	Intercultural communication DATA Journalism / Журналистика данных International Journalism / Международная журналистика Art & culture journalism / Журналистика культуры и искусства
GPC-2	Able to consider trends in the development of public and state institutions for their diverse coverage in created media texts and (or) media products, and (or) communication products.	Introduction to Journalism / Введение в специальность Fundamentals of Journalism Theory / Основы теории журналистики Fundamentals of Mass Communication / Основы теории коммуникации Political Science / Политология International Journalism / Международная журналистика	Introduction to Journalism / Введение в специальность Fundamentals of Journalism Theory / Основы теории журналистики Fundamentals of Mass Communication / Основы теории коммуникации Political Science / Политология International Journalism / Международная журналистика
GPC-4	Able to respond to the demands and needs of society and audiences in professional activities.	Media system / Система СМИ Professional-introductory practice / Профессионально-	Media system / Система СМИ  Professional-introductory practice / Профессионально-

Code	Competence	Previous discipline	Subsequent disciplines
		ознакомительная практика	ознакомительная практика

#### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **19** credits.

Types of activities	Total hours	Semesters							
		1	2	3	4	5	6	7	8
<b>Classroom activities (total)</b>									
<i>Lectures</i>				17	17	17	17	15	
<i>Practical lessons/Seminars</i>		17	15	17	34	34	34	30	
<i>Laboratory activities</i>									
<i>Control</i>		17	15	17	17	17	17	15	
<b>Independent work (total)</b>		38	78	57	40	40	40	12	
<b>Overall workload hours</b>	<b>684</b>	<b>72</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>72</b>	
<b>Credits</b>	<b>19</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	

#### 5. CONTENT OF THE DISCIPLINE

*Table 5.1 Content of the discipline (module) by type of activity*

Name of the Unit	Content of the Units (topics)	Type of activity
Orientation & Self-Assessment	Professional identity. Media professions today. My skills map. Growth zones. Feedback culture.	Seminar
Writing Basics & Clarity of Expression	Clear language. News vs. storytelling. Tone, structure, logic. Writing warmups and peer editing.	Worksh op / Seminar
Visual Thinking & Digital Tools	Working with Canva, Miro, Trello. Image + text. Basics of visual communication.	Worksh op
Media Text Formats (Short Form)	Social media posts, briefs, captions, teasers. Writing to catch attention.	Worksh op
Interviewing and Fieldwork	Conducting interviews. Preparing questions. Active listening. Ethics of recording people.	Seminar + Field Practice
Audiovisual Storytelling	Basics of video production and podcasting. Shooting with a phone. Recording clear audio.	Worksh op
Feedback & Reflection	Peer review: how to give and receive comments. Self-reflection tools.	Seminar
Time & Workflow Management	Deadlines, scheduling tools, Kanban boards. Personal productivity in creative work.	Seminar / Worksh op

Name of the Unit	Content of the Units (topics)	Type of activity
Longform and Multimedia Formats	Digital longreads, storytelling, interactive content. Structure and rhythm of longform.	Worksh op
Ethical Dilemmas and Responsibility	Media responsibility. Fact-checking. Truth vs. opinion. Navigating gray zones.	Seminar
Collaboration in Creative Teams	Roles in a team. Conflict resolution. Creative decision-making.	Seminar + Group Exercise s
Prototypes and Microprojects	Series of mini-assignments: test an idea, produce a draft, get feedback, iterate.	Worksh op
Working with Feedback from Professionals	Guest critiques. How to respond to professional editing. Portfolio session.	Worksh op
Building Your Portfolio	Selecting and refining best work. Creating a personal showcase. Digital portfolio tools.	Worksh op / Seminar
Public Speaking & Presentation Skills	Pitching your idea. Presenting to non-experts. Voice, clarity, presence.	Worksh op
Career Skills & Industry Awareness	Resume, cover letter, LinkedIn. Career paths in media. How to prepare for internship or job interview.	Seminar

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering the discipline (if necessary)
Digital Classroom	Computer, TV VCR and a transparency projector; CD players and DVD players.	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet,	
Library for independent work	Computer, internet	

*\* The classroom for students' independent work **MUST be indicated!***

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Kolodzy, J. (2021). *Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling* (3rd ed.). Routledge.
2. Silverman, C. (Ed.). (2022). *Verification Handbook: A Definitive Guide to Combating Misinformation and Disinformation in Digital Media*. European Journalism Centre.
3. Fiore, Q. & Clark, M. (2023). *Creative Content Toolkit: A Practical Guide for Storytellers in the Digital Age*. SAGE Publications.

### *Other recommended readings*

1. Siapera, E. (2023). *Understanding New Media* (3rd ed.). SAGE.
2. Pavlik, J. V. (2022). *Journalism in the Age of Virtual Reality and Artificial Intelligence*. Columbia University Press.
3. Lambert, J. (2021). *Digital Storytelling: Capturing Lives, Creating Community* (5th ed.). Routledge.
4. Hermida, A. (2024). *The Data Journalist: Getting the Story* (2nd ed.). Routledge.
5. Sambrook, R. (Ed.). (2021). *Global Teamwork: The Rise of Collaboration in Investigative Journalism*. Reuters Institute for the Study of Journalism.

### *Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
  - <http://www.rad.pfu.edu.ru/>
  - [www.libfl.ru](http://www.libfl.ru)
  - [www.portalus.ru](http://www.portalus.ru)
  - [www.project.phil.pu.ru](http://www.project.phil.pu.ru)
  - [www.lib.fl.ru](http://www.lib.fl.ru)
  - [www.gutenberg.net](http://www.gutenberg.net)
  - [www.ipl.org](http://www.ipl.org)
  - [www.theeuropeanlibrary.org](http://www.theeuropeanlibrary.org); [www.epoch-net.org](http://www.epoch-net.org)
  - <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>
2. Databases and search systems:
  - web search engine google.com
  - online encyclopedia wikipedia.org
  - news aggregation website drudgereport.com
  - Googlescholar.com

### *Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

\* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed based on the requirements of the corresponding local normative act of RUDN University.