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

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

COURSE SYLLABUS

Project work
course title

Recommended by the Didactic Council for the Education Field of:

42.03.02 Journalism
field of studies / speciality code and title

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

Multimedia Journalism
higher education programme profile/specialisation title

2025

1. OBJECTIVE OF THE DISCIPLINE

The *Project Work* course is a long-term learning track that introduces students to the principles, logic, and practical implementation of project-based activity in the fields of media, communication, and digital culture. This course aims to cultivate students' ability to transform ideas into structured, goal-oriented projects with real-world outcomes.

The course is built on the belief that modern professionals in media and creative industries must not only master production tools and content formats, but also know how to generate original concepts, justify their relevance, plan implementation, distribute roles, manage resources, evaluate risks, and present results to a target audience or client.

Throughout the course, students work in interdisciplinary teams on long- and short-term projects related to journalism, storytelling, social communication, branding, public awareness, and digital innovation. They develop strategic thinking, responsibility, leadership, and presentation skills. Special attention is paid to the documentation of progress, peer collaboration, public feedback, and reflection.

The main objectives are:

1. To develop students' ability to identify and formulate relevant media project ideas.
2. To teach students effective project planning, including setting goals, timelines, and resource management.
3. To equip students with skills for conducting audience and market research to support project development.
4. To foster practical skills in creating, prototyping, and refining media products across various formats.
5. To enhance teamwork, leadership, and communication skills necessary for collaborative project work.
6. To enable students to design and implement strategies for project promotion and audience engagement.
7. To train students in presenting project outcomes clearly and professionally to diverse audiences.
8. To cultivate skills in project evaluation and reflection to support continuous improvement and professional growth.

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)

Code	Competence	Indicators of competence achievement (within the discipline)
GC-2	Able to define the range of tasks within the set goal and	GC-2.1 Defines the range of tasks within the set goal, determines the links between them

Code	Competence	Indicators of competence achievement (within the discipline)
	choose the best ways to solve them, based on the current legal norms, available resources and limitations.	GC-2.2 Proposes ways of solving the set tasks and expected results; evaluates the proposed ways from the point of view of compliance with the project goal
		GC-2.3 Plans the implementation of tasks in the area of his/her responsibility, taking into account available resources and constraints, applicable legal regulations
		GC-2.4 Performs tasks in his/her area of responsibility in accordance with the planned results and control points, and adjusts the ways of solving tasks, if necessary
		GC-2.5 Presents the results of the project, suggests opportunities for their use and/or improvement
PC-1	Able to participate in the development and implementation of an individual and (or) collective project in the field of journalism.	PC-1.1 - Proposes creative solutions to an individual and (or) collective media project
		PC-1.2 - Solves assigned problems while working on an individual and (or) collective journalistic project
		PC-1.3 - Implement a journalistic project within their authority and are responsible for the result
PC-2	Able to organize the process of creating a journalistic text and/or product	PC-2.1 Adheres to a set schedule in the process of creating a journalistic text and/or product
		PC-2.2 Allocates his/her labor resources in accordance with the professional tasks to be performed and the circumstances that arise
		PC-2.3 Performs his/her professional duties within the allotted time budget

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

The discipline "Project work" 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

Code	Competence	Previous discipline	Subsequent disciplines
GC-2	Able to define the range of tasks within the set goal and choose the best ways to solve them, based on the current legal	-	Interdisciplinary course project /

Code	Competence	Previous discipline	Subsequent disciplines
	norms, available resources and limitations.		Междисциплинарная курсовая работа
PC-1	Able to participate in the development and implementation of an individual and (or) collective project in the field of journalism.	-	Professional-introductory practice / Профессионально-ознакомительная практика Social media content / Контент социальных медиа Business journalism / Деловая журналистика Screenwriting / Сценарное мастерство Public speaking / Ораторское искусство Emergency Reporting / Журналистика экстремальных ситуаций Pre-thesis practice / Преддипломная практика
PC-2	Able to organize the process of creating a journalistic text and/or product	-	Directing skills / Режиссерское мастерство Professional-introductory practice / Профессионально-ознакомительная практика

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **14** credits.

Types of activities	Total hours	Semesters							
		1	2	3	4	5	6	7	8
Classroom activities (total)									

Lectures			15	17	17	17	17	15	
Practical lessons/Seminars		17	15	17	17	17	17	15	
Laboratory activities									
Control		17	15	17	17	17	17	15	
Independent work (total)		38	27	21	21	21	21	27	
Overall workload hours	504	72	72	72	72	72	72	72	
Credits	14	2	2	2	2	2	2	2	

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
What is a Project?	Definition and types of media projects. Lifecycle of a project. From idea to implementation.	Lecture / Seminar
Problem Identification & Idea Generation	How to formulate a relevant problem. Brainstorming techniques. Selecting ideas worth developing.	Workshop / Group Work
Project Planning Basics	Goals and SMART objectives. Timeline. Resources. Risk management. Roles in a team.	Workshop
Market & Audience Research	Who are we doing this for? Target audience. Trends. Competitor and context analysis.	Seminar / Field Assignment
Building a Concept & Narrative	Project storytelling. How to frame your idea. The role of mission and message.	Workshop
Pitching the Idea	Pitch formats. Visual support. Structure of a compelling presentation.	Workshop / Peer Practice
Documentation & Workflow	Project documentation: briefs, progress reports, shared files. Collaboration tools.	Seminar / Practice
Branding & Visual Identity	Naming, logo, basic design choices. Style guide. Coherence in communication.	Workshop
Prototyping and MVP	What is a prototype? Creating a simple version. User feedback and testing cycles.	Workshop
Team Dynamics & Leadership	How to work in a team. Leadership styles. Conflict management. Shared responsibility.	Seminar / Simulation
Project Implementation	Execution stage. Coordination and delegation. Real-world limitations and flexibility.	Workshop / Ongoing Work

Name of the Unit	Content of the Units (topics)	Type of activity
Communication and Promotion Strategy	How to communicate your project to the public. Social media, press kits, events.	Seminar / Workshop
Budgeting and Resource Management	Estimating costs. Sources of funding. Working with constraints.	Seminar
Impact & Evaluation	Measuring success. KPIs and qualitative feedback. How to assess and document impact.	Seminar / Workshop
Project Presentation & Defense	Final public presentation. Answering questions. Reflection on outcomes.	Workshop / Public Session
Project Reflection & Lessons Learned	What worked and what didn't. Team debrief. Personal and professional growth through the process.	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 METHODICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings
1. Cennamo, K. S., & Kalk, D. (2020). Real World Instructional Design: An Iterative Approach to Designing Media and Instruction (2nd ed.). Routledge.
2. Mikkelsen, B. (2022). Methods for Development Work and Research: A New Guide for Practitioners (4th ed.). SAGE Publications.
3. Lawson, B., & Dorst, K. (2019). Design Expertise (2nd ed.). Routledge. (Still widely used in updated editions and reprints up to 2023.)

Other recommended readings
1. Brown, T. & Martin, R. (2020). Change by Design: How Design Thinking Creates New Alternatives for Business and Society. Harvard Business Review Press.
2. Knapp, J., Zeratsky, J., & Kowitz, B. (2019). Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days. Simon & Schuster.
3. Doorley, S., Witthoft, S., & the Stanford d.school (2020). Creative Acts for Curious People: How to Think, Create, and Lead in Unconventional Ways. Ten Speed Press.
4. Alvarez, R. (2021). The Creative Brief Blueprint: The Project Manager's Guide to Structuring Effective Communication. Independently published.

Web-sites and online resources
1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- htpp://www.rad.pfu.edu.ru/
- www.libfl.ru
- www.portalus.ru
- www.project.phil.pu.ru
- www.lib.fl.ru
- www.gutenberg.net
- www.ipl.org
- www.theeuropeanlibrary.org; 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.