



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«Дальневосточный федеральный университет»
(ДФУ)
ШКОЛА ИСКУССТВ И ГУМАНИТАРНЫХ НАУК

СОГЛАСОВАНО
Руководитель ОП

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УТВЕРЖДАЮ
Директор Департамента коммуникаций и медиа

Н.А. Аргылов

«17» декабря 2021 г.



РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Актуальные концепции массмедиа (на англ. языке)
Направление подготовки 42.04.02 Журналистика
Теория и экономика цифровых медиа
Форма подготовки очная

курс 1-2 семестр 2-3
лекции 36 час.
практические занятия 18 час.
лабораторные работы 00 час.
в том числе с использованием МАО лек. 0 /пр. 00 /лаб. 0 час.
всего часов аудиторной нагрузки 54 час.
самостоятельная работа 126 час.
в том числе на подготовку к экзамену 27 час
контрольные работы (количество) не предусмотрены
курсовая работа / курсовой проект не предусмотрены
зачет 2 семестр
экзамен 3 семестр

Рабочая программа составлена в соответствии с требованиями Федерального государственного образовательного стандарта по направлению подготовки 42.04.02 **Журналистика**, утвержденного приказом Министерства образования и науки РФ от 08 июня 2017 г. №529.

Рабочая программа обсуждена на заседании Департамента коммуникаций и медиа, протокол № 2 от «15» декабря 2021 г.

Директор Департамента коммуникаций и медиа канд. полит. наук, Аргылов Н.А.
Составители: доцент, кандидат физико-технических наук Бубновский А.Ю.

Владивосток
2021

Оборотная сторона титульного листа РПУД

I. Рабочая программа пересмотрена на заседании кафедры:

Протокол от « ____ » _____ 20__ г. № _____

Директор ДКМ _____
(подпись) (И.О. Фамилия)

II. Рабочая программа пересмотрена на заседании кафедры:

Протокол от « ____ » _____ 20__ г. № _____

Директор ДКМ _____
(подпись) (И.О. Фамилия)

III. Рабочая программа пересмотрена на заседании кафедры:

Протокол от « ____ » _____ 20__ г. № _____

Директор ДКМ _____
(подпись) (И.О. Фамилия)

IV. Рабочая программа пересмотрена на заседании кафедры:

Протокол от « ____ » _____ 20__ г. № _____

Директор ДКМ _____
(подпись) (И.О. Фамилия)

1. Goals and objectives of mastering the discipline:

Target:

Formation of the student's professional ideas about the classical and modern concepts of mass media.

Tasks:

- to form students' knowledge about world and domestic relevant, innovative approaches to the consideration of mass media - theories, concepts, use of practical experience of experts;
- integrate the knowledge acquired by students into a global academic and professional context.

The planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program, characterize the formation of the following competencies:

General professional competencies of graduates and indicators of their achievement:

Name of the category (group) of general professional competencies (if any)	Code and name of general professional competence	Competence achievement indicators
Media communication system	OPIK-5 Able to make professional decisions to analyze current trends in the development of media communication systems in the region, country and world, based on the political and economic mechanisms of their functioning, legal and ethical regulations	OPIK-5.1 Identifies the features of political, economic factors, legal and ethical norms that regulate the development of various media communication systems at the global, national and regional levels OPIK-5.2 Models individual and collective professional journalistic actions depending on the conditions of a particular media communication system

Code and name of the indicator of achievement of competence	Name of the assessment indicator (the result of training in the discipline)
OPIK-5.1 Identifies the features of political, economic factors, legal and ethical norms that regulate the development of various media communication systems at the global, national and regional levels	Knows the main stages in the development of scientific thought in the field of media history and theory; modern media systems, their structure, the specifics of Russian and foreign media models.
	Able to demonstrate in-depth knowledge of modern media systems, their structure, the specifics of Russian and foreign media models.
	Possesses the skills of analyzing the history of media as a history of ways of broadcasting, preserving and interpreting messages (history of communication practices and interactions).
OPIK-5.2 Models individual and	Knows the specifics of Russian and foreign national media

collective professional journalistic actions depending on the conditions of a particular media communication system	models; media system structure.
	Knows how to use the methods of analyzing the conditions of a particular media communication system, generalize and use the professional experience of the best regional journalists in order to improve professional skills, apply theoretical, legal, technical knowledge about media trends to the study of modern media.
	He has the skills to apply in-depth knowledge of modern media systems, their structure, the specifics of Russian and foreign media models in his professional activities, when creating his own author's projects.

2. The complexity of the discipline and types of training sessions in the discipline

The total labor intensity of the discipline is 5 credit units (180 academic hours).

Types of training sessions and work of the student in the discipline:

Designation	Types of training sessions and work of the student
Лек	Lectures
Пр	Workshops
СР	Independent work of the student during the period of theoretical training
Контроль	Independent work of the student and contact work of the student with the teacher during the period of intermediate certification

Discipline structure:

Full-time form of education.

№	Section name disciplines	Semester	The number of hours by type of training sessions and work of the student						Forms of intermediate certification, current monitoring of progress
			Лек	Лаб	Пр	ОК	СР	Control	
1.	Section 1. Modern Society and Mass Media	2	18				54		
2.	Section 2. Globalization and mass media	3	18				20		
3.	Section 2. Globalization and mass media	3			18		25		
4.	Exam preparation	2						27	Exam
	Total:		36		18		99	27	

III. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures (36 hours).

Section 1. Modern society and mass media (18 hours)

Topic 1. Introduction to the subject. (8 ocloc'k)

Basic approaches to understanding the concept of media. The main problems of mass media research. History of media research. The problematic field of modern mass media research. The main approaches to understanding the phenomenon of media: media as mediators of perception and mechanisms of thinking (M. McLuhan) and media as a means of communication (G. Lasswell).

Topic 2. The medium is the message. (10 hours)

M. McLuhan on the impact of communication media on society and man. Communication eras and communication revolutions. Means of communication as a factor in the development of civilization: speech culture, written culture, printed culture, electronic media culture. Features of perception and thinking in the era of domination of certain types of communication.

Section 2. Globalization and mass media (18 hours)

Topic 3. Entertainment television: general characteristics of modern mass media. (12 hours)

Entertainment television is a typical modern media. The three genres are television series, music and entertainment shows and feature films. Strategy of entertainment and consumption (N. Postman). On the development of means of communication, the emergence of screen media.

The concept of clip thinking, characteristics of clip thinking. Screen media as an effective means of manipulating the minds of the audience. Socially significant functions of entertainment television.

Topic 4. Television as a school of social competence. (6 hours)

Essence and specificity of the talk show. Subjects of speech on a talk show. Formation of stereotypes on talk shows.

IV. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK

Practical classes (18 hours).

Section 2. Globalization and mass media (18 hours)

Practical lesson No. 1. Mass media and virtualization of reality. (10 hours)

1. The problem of virtualization of reality in modern mass culture (on the example of films and programs).
2. What is virtual reality.

3. Reasons for the virtualization of reality in modern times.
4. The collapse of metaphysics: from ideological journalism (journalism) to entertainment journalism.
5. Exhaustion of the idea of objectivity: from objective journalism to interpretative journalism.
6. Technical organization of the environment: from reporter journalism to constructivist journalism (from journalism to PR).
7. Hyperinflation of signs: from journalism to media clip formats.

Practical lesson No. 2. Mass media and hyperinflation of signs. (10 hours)

1. Information types of leisure.
2. Urban landscape of modern megacities
3. Rene Magritte.
4. An arbitrary connection between the signifier, the signified, the referent in the modern situation, when experience is replaced by telepresence (H. Dreyfus), contributes to the loss of the referent, the disappearance of reality (its virtualization).
5. Hyperinflation of signs also contributes to the emergence of special signs of simulacra.
6. J. Baudrillard on the transformation of signs: taboo sign, ideological sign, empty sign and simulacrum sign.
7. Constructionism and interpretiveness of modern media, the transition to blip formats as a result of hyperinflation of signs in modern society.

Practical lesson number 3. Information wars in the media. (10 hours)

1. The concept of information warfare.
2. Features of information impact.
3. Objects of influence in the information war.
4. Goals and objectives of information warfare.
5. Development of communication tools
6. as a condition for conducting an information war.
7. Awareness of the importance of an information resource as a condition for conducting an information war.
8. G. Lasswell's research in the field of propaganda and information management war.
9. Characteristic features of information wars.
10. Methods of conducting information warfare.

Practical lesson No. 4. Transformation of the journalistic message in the conditions of postmodernism. (6 hours)

1. Postmodernism as a cultural paradigm of modernity.

2. F. Jamison on two fundamental mutations of the world: mutations of the objective world and mutations of the subject.

V. EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR INDEPENDENT WORK OF STUDENTS

Schedule for independent work:

Date/Due dates	Type of independent work	Execution time limits	Form of control
2 semester			
1-3 weeks	Literature review	14 hours.	View and check the performance of independent work by the teacher
4-7 weeks	Work with abstracts, work with literature, preparation for project work	12 hours.	Просмотр и проверка выполнения самостоятельной работы преподавателем, обсуждение результатов выполненной работы на занятии
8-16 weeks	Preparing projects Preparing for practical exercises	14 hours.	Project presentation
17-18 weeks	Preparation for practical exercises	14 hours.	Message
3 semester			
1-3 weeks	Note taking of literature	12 hours.	View and check the performance of independent work by the teacher, discussion of the results of the work performed in the classroom
4-5 weeks	Preparing messages	13 hours.	Message
6-14 weeks	Preparing projects Preparing for practical exercises	10 hours.	View and check the performance of independent work by the teacher, discussion of the results of the work performed in the classroom
15-18 weeks	Preparing projects Preparing for practical exercises	10 hours.	View and check the performance of independent work by the teacher, discussion of the results of the work

			performed in the classroom
Exam session	Exam preparation	27 hours.	Exam preparation
Total:			126 hours.

Educational and methodological support for independent work of a student in the discipline "Actual concepts of mass media" provides for:

- search for additional literature, to which students can join in case of special interest in a particular topic;
- definition of a list of control questions that allow students to independently check the quality of their knowledge;
- organization of teacher's consultations with students to clarify issues that cause difficulties for students in self-study of educational material.

Additional forms of independent work are group and individual tasks, which are a continuation of classroom studies and are aimed at mastering practical skills in the main sections of the discipline.

Materials for organizing independent work of students

Independent work of students consists of preparing for practical classes, working on recommended literature, writing reports on the topic of the lesson, preparing presentations, solving creative problems, preparing projects.

When organizing independent work, the teacher must take into account the level of preparation of each student and anticipate the difficulties that may arise when performing independent work. The teacher gives each student individual and differentiated tasks.

Recommendations for independent work at the lecture

The student needs to be ready for a lecture before the lecturer arrives in the classroom, since it is in the first minute that the topic is announced, the main goal is formulated, and a list of the most important questions is given. Without this, further understanding of the lecture is difficult.

The effectiveness of the student's cognitive activity when listening depends entirely on the direction of his attention. Attention is due to the unity of subjective and objective reasons. Depending on the action of these reasons, it may be involuntary, i.e. arises apart from the conscious intention of a person, and arbitrary, consciously regulated, directed.

The work of a student at a lecture is a complex process that includes listening, comprehension and actual note-taking (recording).

The ability of a student to hear at a teacher's lecture is only the first step in the process of meaningful listening, which includes several stages, from the perception of speech to the evaluation of what was said.

The lecture must be recorded, short notes should be kept, where the most important points, the main provisions set forth by the lecturer, would be formulated. Usually the entry is made in a special notebook. When preparing a lecture summary, it is necessary to leave fields where the student can write down his own thoughts that arise in parallel with the thoughts expressed by the lecturer, as well as questions that may arise during the listening process in order to get answers to them when studying the lecture material on their own, when studying the recommended literature or directly from the teacher at the end of the lecture.

The main difference between the abstract and the text is the absence or significant reduction of redundancy, that is, the removal of individual words or parts of the text that do not express significant information, as well as the replacement of expanded text turns with more concise phrases (folding). When taking notes, the main information should be written in detail, and additional and supporting information, examples - very briefly. The ability to separate basic information from secondary information is one of the main requirements for a note taker.

Good results in developing the ability to highlight basic information are given by a well-known technique, conditionally called the method of filtering and compressing text, which includes two operations:

1. Breaking down the text into parts according to the meaning.
2. Finding in each part of the text one word or a short phrase or a generalizing short statement expressing the basis of the content of this part.

It is recommended to use a system of conditional abbreviations. First of all, long words and those that are repeated in the speech of the lecturer most often are shortened. The abbreviation itself should be as short as possible. The main terms that are repeated most often can be highlighted as keywords and indicated by the initial capital letters of these words (an abbreviation called an abbreviation). Key words are written in full for the first time, after which their abbreviation is given in brackets. The recording process is greatly facilitated by using abbreviations of commonly used auxiliary words. In independent work on a lecture, it is advisable for students to use logical schemes. They visually reveal the content and relationship of categories, laws, concepts, the most important facts.

The listened material of the lecture the student must work through. How effectively he will do this depends on the strength of the assimilation of knowledge. Experience shows that only reusable, systematic and purposeful processing of lecture material ensures its reliable fixation in a person's long-term memory.

Repetition needs to be varied. At the first repetition, all paragraphs and paragraphs are studied, at the second, it may be enough to consider only individual paragraphs, and in the future only the topic of the lecture.

It is necessary to prepare the student for the upcoming lecture. The main requirement for such work is, first of all, the systematic nature of its implementation. It includes a number of important cognitive and practical stages: reading the notes made in the process of listening and taking notes of the previous lecture, putting into the margins everything that is required for further work with the notes and the textbook; technical design of records (underlining, highlighting the main thing, conclusions, evidence); fulfillment of practical tasks of the teacher; familiarization with the material of the upcoming lecture on the textbook and additional literature.

Guidelines for writing abstracts

Handwritten abstracts are provided to the teacher for evaluation (pass/fail). Considering that in most cases the texts of primary sources are very voluminous, only pages, sections or chapters (30-50 pages of printed text) can be selected for note taking. The volume of the outlined text in the notebook is determined by the student himself.

VI. CONTROL OF ACHIEVEMENT OF COURSE OBJECTIVES

For the current certification in the study of the discipline "Actual concepts of mass media" the following assessment tools are used:

- 1) Oral survey (YO):
 - Interview (consultation with a teacher) (YO-1)
 - Discussions (YO-4)
- 2) Written work (ПП):
 - Synopsis (ПП-7)

№ п/п	Controlled sections / topics of the discipline	Code and name of achievement indicator	Learning Outcomes	Evaluation tools	
				Current control	Промежуточная аттестация
1	Section 1. Modern Society and Mass Media	ОПК-5.1 Identifies the features of political, economic factors, legal and ethical norms that regulate the development of various media	Knows the main stages in the development of scientific thought in the field of media history and theory; modern media systems, their structure, the specifics of Russian and foreign media models	YO-1	Questions to set off: 1-5

		communication systems at the global, national and regional levels			
2	Раздел 2. Глобализация и масс-медиа	ОПК-5.2 Models individual and collective professional journalistic actions depending on the conditions of a particular media communication system	Knows the specifics of Russian and foreign national media models; media system structure	УО-1	Questions for the exam:1-6
3	Раздел 1. Современное общество и СМИ	ОПК-5.2 Models individual and collective professional journalistic actions depending on the conditions of a particular media communication system	Knows how to use the methods of analyzing the conditions of a particular media communication system, generalize and use the professional experience of the best regional journalists in order to improve professional skills, apply theoretical, legal, technical knowledge about media trends to the study of modern media	УО-4	Questions to set off:6-8
4	Раздел 1. Современное общество и СМИ	ОПК-5.1 Identifies the features of political, economic factors, legal and ethical norms that regulate the development of various media communication systems at the global, national and regional levels	Able to demonstrate in-depth knowledge of modern media systems, their structure, the specifics of Russian and foreign media models	УО-4 ПР-7	Questions to set off:9-15
5	Раздел 2. Глобализация и масс-медиа	ОПК-5.1 Identifies the features of political, economic factors, legal and ethical norms that regulate the development of various media communication systems at the global, national and regional levels	Possesses the skills of analyzing the history of media as a history of ways of broadcasting, preserving and interpreting messages (history of communication practices and interactions)	УО-1	Questions for the exam:7-11

6	Радел 2. Глобализация и масс-медиа	ОПК-5.2 Models individual and collective professional journalistic actions depending on the conditions of a particular media communication system	He has the skills to apply in-depth knowledge of modern media systems, their structure, the specifics of Russian and foreign media models in his professional activities, when creating his own author's projects.	УО-1 ПР-7	Questions for the exam:12-18
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VII. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Main literature:

1. Der Derian James Virtuous War : Mapping the military-industrial-media-entertainment network / J. Der Derian - New York : Routledge, 2009 - 330 p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:277805&theme=FEFU>
2. Litang Cui, Prosser Michael H. Social media in Asia / C. Litang, M. H. Prosser - Lake Oswego, Oregon : Dignity Press, 2014 - 686 p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:719518&theme=FEFU>
3. Postill John. Localizing the internet : An anthropological account / J. Postill - New York Oxford : Berghahn books, 2011 - 150 p. Режим доступа:https://lib.dvfu.ru/search/query?term_1=Localizing+the+internet++An+anthropological+account&theme=FEFU

Additional literature:

1. Rush Michael New media in art / M. Rush - London New York: Thames and Hudson, 2005 - 248p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:277098&theme=FEFU>
2. Street John Mass media, politics and democracy / J. Street - London: Palgrave, 2001 - 297p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:268738&theme=FEFU>
3. Seaton Jean Carnage and the media: the making and breaking of news about violence / J. Seaton -London: Allen Lane, 2005 - 360 p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:268736&theme=FEFU>
4. Takashi Ikuta, Yasushi Gotoh Towards the construction of Media literacy in Japan vol. 10 / I. Takashi, G. Yasushi - Niigata: Shinkousoku Printing Co., Ltd., 2008 - 346 p. Режим доступа:<https://lib.dvfu.ru/lib/item?id=chamo:277343&theme=FEFU>

List of information and telecommunication network resources "Internet"

1. "Russian General Educational Portal": <http://www.school.edu.ru/>
2. "Publishing of literature in electronic form":
<http://www.magister.msk.ru/library/library.htm>
3. Unified collection of educational resources: <http://school-collection.edu.ru/catalog/>
4. Information resources of the Russian Library Association (RBA):
<http://www.rba.ru/>
5. Catalog of electronic resources of the FEFU Scientific Library:
<http://www.dvfu.ru/web/library/elib>
6. Collection of journals published by Elsevier on the ScienceDirect portal:
<http://www.sciencedirect.com/>.
7. Scientific Electronic Library (NEB): <http://www.elibrary.ru/>
8. Portal "Humanities Education" <http://www.humanities.edu.ru/index.html>
9. Russian State Library (electronic catalog): <http://www.rsl.ru/>
10. University Information System Russia (UIS Russia): <http://uisrussia.msu.ru>
11. Electronic library system "ibooks": <http://ibooks.ru/>
12. Electronic library system "University Library": www.biblioclub.ru.
13. Electronic library system of the publishing house "Lan":
<http://e.lanbook.com/>

VIII. METHODOLOGICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE

Working with theoretical materials. The study of the discipline should begin with the development of a thematic plan of lectures, paying special attention to the structure and content of the topic and basic concepts. The study of "difficult" topics should begin with the compilation of a logical diagram of the basic concepts, categories, relationships between them. It is advisable to resort to the classification of the material, in particular when studying topics in which there are a large number of unfamiliar concepts, categories, theories, concepts, or saturated with information of a typological nature. Students should take notes of lectures, systematically prepare for practical exercises, keep a glossary and be ready to answer control questions during lectures and classroom sessions. Successful mastering of the course program involves reading a number of original works and performing practical tasks.

Preparation and implementation of practical tasks. Questions and practical tasks are offered for each topic of the discipline. Before completing the tasks, study the theory of the question proposed for research. Independent work of students is:

- in preparation for practical exercises in the form of consultations and discussions;
- in the performance of individual and group tasks,
- in preparation for the defense of the course work,
- in preparation for the final interview.

The purpose of practical (seminar) classes is to teach students to independently analyze educational and scientific literature and develop their experience of independent thinking on the problems of the course, as well as develop skills in the practical application of theoretical knowledge. As a rule, seminars are held in the form of practical consultations with elements of discussion. With this form of work, individual students can be entrusted with reports on a particular issue, as well as posing additional questions, both to the entire audience and to certain participants in the discussion.

Independent work of students, provided for by the curriculum, corresponds to a deeper assimilation of the course being studied, forms the skills of research work and focuses on the ability to apply theoretical knowledge in practice.

Lecture notes, professional literature, educational and methodological support of the discipline can become the material for preparation.

Guidelines for writing abstracts

Handwritten abstracts are provided to the teacher for evaluation (pass/fail). Considering that in most cases the texts of primary sources are very voluminous, only pages, sections or chapters (30-50 pages of printed text) can be selected for note taking. The volume of the outlined text in the notebook is determined by the student himself.

Methodological recommendations for the discussion

A discussion is a purposeful discussion of a specific issue, accompanied by an exchange of opinions and ideas between two or more persons. The task of the discussion is to discover differences in the understanding of the issue and to establish the truth in the dispute. Discussions can be free and guided.

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Group discussion. To conduct such a discussion, all students present at the practical lesson are divided into small subgroups that discuss certain issues included in the topic of the lesson.

The discussion can be organized in two ways: either all subgroups analyze the same issue, or some large topic is divided into separate tasks.

To have a discussion:

1. Choose a topic for discussion.
2. Select issues. Identify key issues at issue.
3. Consider historical and contemporary approaches to the chosen topic.
4. Pick up literature.
5. Write out abstracts.
6. Analyze the material and determine your point of view on this issue.

Discussion features: The discussion involves the involvement of the entire group of students in the work.

Students must necessarily study this material not from one source, but to expand their horizons on the chosen topic, from various sources (scientific literature, scientific journals, media, Internet resources, reference books, etc.).

When studying issues, it is necessary to refer not only to traditional materials, but also to take into account other points of view. The study of a large amount of material helps the student to express his opinion, prove it and give an assessment.

The discussion should not turn into formless cries, and contain answers: “agree” - “disagree”, “good” - “bad”, “I think so”, “I think so”. These types of answers show that the student is not ready for discussion.

The student must defend his point of view, argue it, draw conclusions, ask questions to the opponent.

During the discussion, students can change their point of view, because truth is born only in a dispute.

At the end of the dispute, a conclusion is always made and it is analyzed how many people remained true to their positions, who changed their minds.

It is very important at the end of the discussion to make generalizations, formulate conclusions, show where mistakes and misconceptions lead to, note all the ideas and findings of the group.

Thus, the discussion presupposes a high mental activity of its participants. Seminar - discussion instills in students the ability to debate, think about the material under discussion, defend their views and improve their oratory.

IX. LOGISTICS AND TECHNICAL SUPPORT OF THE DISCIPLINE

Training sessions in the discipline are held in rooms equipped with appropriate equipment and software.

The list of material, technical and software of the discipline is given in the table.

Logistics and software discipline

Name of special rooms and rooms for independent work	Equipment of special rooms and rooms for independent work	List of licensed software. Details of the supporting document
F621	Lecture auditorium with multimedia equipment, seats 46	Equipment: Plasma: Model LG FLATRON M4716CCBA Projector, Mitsubishi model, screen Exclusive Document Camera Model Aversion 355 AF classroom board

Workplaces for people with disabilities are equipped with Braille displays and printers; equipped with: portable devices for reading flat-print texts, scanning and reading machines, a video enlarger with the ability to regulate color spectra; magnifying electronic loupes and ultrasonic markers.

In order to provide special conditions for the education of people with disabilities and people with disabilities in FEFU, all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilets, information and navigation support signs.

X. EVALUATION FUNDS

The current certification of students in the discipline "Actual concepts of mass media" is carried out in accordance with the local regulations of the FEFU and is mandatory.

The current certification in the discipline "Actual concepts of mass media" is carried out in the form of control measures (fulfillment of home practical tasks) to assess the actual results of students' learning and is evaluated by the teacher.

For the discipline "Actual concepts of mass media" the following evaluation tools are used:

- 1) Oral survey (YO):
 - Interview (consultation with a teacher) (YO-1)
 - Discussions (YO-4)
- 2) Written work (IP):
 - Synopsis (IP-7)

Перечень оценочных средств

The code OC	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the valuation tool in the fund
YO-1	Interview	A means of monitoring the assimilation of the educational material of a topic, section or sections of a discipline, organized as a training session in the form of an interview between a teacher and students.	Questions on topics / sections of the discipline
YO-4	Discussions	Means to include students in the process of discussing a controversial issue, problems and assess their ability to argue their own point of view	Tasks for discussion
IP-7	Synopsis	The product of the student's independent work, reflecting the main ideas of the heard lecture, messages	Literature for taking notes

Literature for taking notes

The current certification of students in the discipline "Actual concepts of mass media" is carried out in accordance with the local regulations of the FEFU and is mandatory.

The current certification in the discipline "Actual concepts of the mass media" is carried out in the form of control measures (oral survey, presentation of the project, testing, abstract of the source) to assess the actual results of students' learning and is carried out by the leading teacher.

The objects of assessment are:

- academic discipline (activity in the classroom, the timeliness of the implementation of various types of tasks, attendance at all types of classes in the

discipline being certified);

- the degree of assimilation of theoretical knowledge;
- the level of mastery of practical skills and abilities in all types of educational work;
- results of independent work.

Each object of assessment is assigned a specific score. A calendar plan of control measures for the discipline and entering data into the APC is drawn up. At the end of the semester, the student gains a certain number of points, which are converted into a five-point assessment system.

Criteria for assessing the oral survey:

The result of the student's work in the course of an oral answer in the form of an interview with a teacher is evaluated according to the following criteria: completeness of disclosure of questions; the degree of independence of the task; and its presentation; fulfillment of deadlines for the provision of completed tasks; the ability to answer questions from the teacher and students during an oral survey on a given topic.

- ✓ 100-86 points are given if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. Demonstrated knowledge and skill of independent research work on the topic of the issue. There are no actual errors related to understanding the problem
- ✓ 85-76 points student's work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem.
- ✓ 75-61 points, a fairly independent analysis of the main stages and semantic components of the problem was carried out; understanding of the basic foundations and theoretical justification of the chosen topic. The main sources on the topic under consideration are attracted. No more than 2 errors were made in the sense or content of the problem
- ✓ 60-50 points if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three mistakes were made in the semantic content of the problem being disclosed.

Критерии оценки конспекта:

- ✓ 100-85 points - is given to the student if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory nature are given. The student knows and owns the

skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and / or practical aspects of the area under study. There are no actual errors related to understanding the problem; graphic work is framed correctly

- ✓ 85-76 points - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem. One or two errors were made in the design of the work
- ✓ 75-61 score - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main sources on the topic under consideration are attracted. No more than 2 mistakes were made in the sense or content of the problem, the design of the work
- ✓ 60-50 points - if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three errors were made in the semantic content of the problem being disclosed, in the design of the work.

Критерии оценки участников дискуссии:

- ✓ 100-85 points - is given to the student if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory nature are given. The student knows and owns the skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and / or practical aspects of the area under study. There are no actual errors related to understanding the problem; graphic work is framed correctly
- ✓ 85-76 points - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem. One or two errors were made in the design of the work
- ✓ 75-61 score - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main sources

- on the topic under consideration are attracted. No more than 2 mistakes were made in the sense or content of the problem, the design of the work
- ✓ 60-50 points - if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three errors were made in the semantic content of the problem being disclosed, in the design of the work.

Оценочные средства для промежуточной аттестации

Промежуточная аттестация студентов

Intermediate certification of students in the discipline "Actual concepts of mass media" is carried out in accordance with the local regulations of the FEFU and is mandatory.

According to the curriculum, the type of intermediate certification in the discipline "Actual concepts of mass media" provides for a test in the 2nd semester, which is set based on the results of work in the semester. The offset is carried out orally on tickets.

An indicative list of questions for the test

1. Problematic field of media research.
2. The history of media research.
3. Media as a cultural artifact: an approach to media consideration by M. McLuhan and N. Postman.
4. Media as a technical means of creating and broadcasting messages.
5. Communication revolutions according to M. McLuhan.
6. General characteristics of the era of pre-speech barbarism.
7. General characteristics of the auditory era.
8. General characteristics of the written era.
9. General characteristics of the era of printing.
10. General characteristics of the era of audiovisual (electronic) media.
11. Main characteristics of modern media.
12. "Homo informaticus" as a product of post-industrial society.
13. The main ways of adapting a modern person to information everyday life.
14. Screen media as a factor in the formation of the necessary competencies for working with information.
15. Screen culture as a factor in the formation of the necessary competencies for working with information.

Criteria for grading a student's oral response in the test for the discipline "Actual concepts of mass media":

Credit score (standard)	Requirements for the formed competencies
<i>"passed"</i>	The mark “passed” is given to the student if he has deeply and firmly mastered the program material, exhaustively, consistently, clearly and logically expounds it, knows how to closely link theory with practice, freely copes with tasks, questions and other types of application of knowledge, and does not find it difficult to answers when modifying tasks, uses material from monographic literature in the answer, correctly substantiates the decision made, possesses versatile skills and techniques for performing practical tasks.
<i>"not counted"</i>	The “failed” mark is given to a student who does not know a significant part of the program material, makes significant mistakes, performs practical work uncertainly, with great difficulty.

The “failed” mark is given to a student who does not know a significant part of the program material, makes significant mistakes, performs practical work uncertainly, with great difficulty.

Sample list of questions for the exam

1. General characteristics of clip thinking, its comparison with "bookish" thinking.
2. Pros and cons of clip thinking.
3. Entertainment television as a modern media.
4. Entertainment television as a school of social competence.
5. Mass media and the problem of reality virtualization.
6. V. Benjamin on the work of art in the era of its technical reproducibility.
7. J. Baudrillard on the hyperreality of simulacra.
8. N. Bolts on the formation of a special information system-environment.
9. Dromology P. Virilio.
10. Reasons for the emergence of the problem of the virtuality of reality in the twentieth century.
11. Collapse (end) of metaphysics and virtualization of reality.
12. Hyperinflation of signs and the problem of virtualization of reality.
13. Technical organization of the environment and the problem of reality virtualization.
14. Exhaustion of the idea of objectivity and virtualization of reality.
15. Data array as a new type of information.
16. Big data as a resource for environmental control and management of social processes.
17. Information war: definition, general characteristics.
18. Forms and methods of information warfare. Transformation of the journalistic message in the conditions of postmodern culture.

Criteria for grading for a student's oral answer in the exam in the discipline "Actual concepts of mass media":

100-85	<i>"passed"</i> / <i>"excellent"</i>	An "excellent" grade is given to a student if he/she deeply and firmly mastered the program material, exhaustively, consistently, clearly and logically expounds it harmoniously, knows how to closely link theory with practice, freely copes with tasks, questions and other uses of knowledge, and not finds it difficult to answer when modifying tasks, uses in the answer the material of the monographic literature, correctly substantiates the decision, owns a variety of skills and techniques performing practical tasks.
84-70	<i>"passed"</i> / <i>"good"</i>	The grade "good" is given to the student if he firmly knows the material, presents it competently and to the point, does not allowing significant inaccuracies in the answer to the question, correctly applies the theoretical principles in solving practical issues and problems, owns necessary skills and techniques for their implementation.
69-55	<i>"pass"</i> / <i>"satisfactory"</i>	The grade "satisfactory" is given to the student, if he only has knowledge of the basic material, but not mastered its details, admits inaccuracies, not enough correct wording, violations of logical sequences in the presentation of the program material, has difficulty in performing practical work.
less 55	<i>"not passed"</i> / <i>"not satisfactory"</i>	The mark "unsatisfactory" is given to the student, who does not know much of the software "not material, makes significant mistakes, passed" / uncertainly, with great difficulty performs practical work. As a rule, the score "unsatisfactory" is given to students who do not can continue their studies without additional classes in the relevant discipline.