**รายละเอียดของรายวิชา**

**Institution Name Rangsit University Faculty/Department College of Communication Arts**

**Curriculum Communication Arts (International Program) Version 2564 B.E.**

**SECTION 1 GENERAL INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ICO222 |  | Ethics of Mass Communication | 3 | (3-0-6) |
| Prerequisite(s) |  | - |  |  |
| Co-requisite(s)  |  | - |  |  |
| Academic Year |  | 2/2024 |  |  |
| Section |  | 150 |  |  |
| Course Category |  | Foundation  |  |  |
|  |  | General education |  |  |
|  | **☑** | Core |  |  |
|  |  | Elective |  |  |
| Responsible person | Nudee Nupairoj, Ph.D. |  | Full-time lecturer |  |  |
| Teaching lecturer | Nudee Nupairoj, Ph.D. | **☑** | Full-time  |  | Guest  |
| Classroom location | Building 11  | **☑** | On campus |  | Online |
| Last update  | 6 December 2024 |  |  |  |  |

**SECTION 2 COURSE OBJECTIVES AND COMPONENTS**

**1. Course Objectives**

* To understand the principle of freedom of human expression.
* To understand the ethics of the media.

**2**. **Course description**

 Ethics in mass communication, incorporating case studies to promote adherence to professional codes of conduct; development of critical skills, including analysis, synthesis, and practical application, across diverse areas of communication arts; addressing and resolving challenges in a rapidly evolving social and economic landscape.

**3. Number of consultation hours**

Total .....5....hours/week e-mail : ndnupairoj@gmail.com..…………….

 Facebook :………………………………………

 Line : http://line.me/ti/g/YO4\_MT3BUk

 Others (specify)....................................................

**4. Course Learning Outcomes: CLOs)**

1. Understand Principles of Human Expression and Ethics
* Articulate the principles of freedom of human expression and the ethical frameworks governing media practices.
* Demonstrate knowledge of the codes of conduct in mass communication fields.
1. Develop Ethical Awareness and Personal Responsibility
* Exhibit values such as honesty, sacrifice, and social responsibility in decision-making processes.
* Demonstrate discipline, punctuality, and self-responsibility in academic and professional contexts.
1. Foster Respect for Others and Professionalism
* Respect diverse opinions, human dignity, and cultural differences.
* Adhere to organizational and societal regulations and uphold professional ethics and codes of conduct.
1. Enhance Critical Thinking and Problem-Solving
* Apply critical and systematic thinking to analyze and synthesize complex communication issues.
* Creatively evaluate and solve ethical dilemmas in dynamic social and economic contexts.
1. Build Analytical Skills
* Gather, analyze, and synthesize information to identify and articulate key ideas and conclusions.

**Section 3** **Development of Student Learning Outcomes**

 The development of learning outcomes for each course according to the expected learning outcome standards is as follows:

**1. Morals and Ethics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Outcomes** | **Teaching Methods** | **Evaluation** |
| 1.1 | Realize the values and morals, ethics, sacrifice, honesty.  | * Lecture
* Discussions
* Assignment (report)
 | Observation of discussions;Project; Lesson Learned essay. |
| 1.2 | Have discipline, punctuality, self-responsibility and social responsibility. | * Class attendance
* Assignment submission
 | Punctuality in class attendance and submission of assignment  |
| 1.3 | Respect and accept opinions of others; respect human dignity. | * Discussions
* Group project assignment
 | DiscussionsGroup Project |
| 1.4 | Respect and comply with rules and regulations of the governance of organization and society. | * Lecture
* Discussions
* Essay assignment
 |
| 1.5 | Respect and abide by the professional ethics and code of conduct. | * Lecture
* Discussions
* Essay assignment
 |

2**. Knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Outcomes** | **Teaching Methods** | **Evaluation** |
| - |  | - | - |

3. **Intellectual Skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Outcomes** | **Teaching Methods** | **Evaluation** |
| - | - | - | - |

4. **Interpersonal skills and responsibility**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Outcomes** | **Teaching Methods** | **Evaluation** |
| 4.1 | Critical thinking and systematic thinking  | * Case Study
* Asignments (Lesson learned and group project)
 | * Discussion performance (observation)
* Lesson Learned essay
* Group project
 |
| 4.2 | Ability to search, interpret, and evaluate information to solve problems creatively. |
| 4.3 | Ability to gather, study, analyse, and conclude main idea and of an issue. |

5**. Numerical analysis, communication and information technology skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Outcomes** | **Teaching Methods** | **Evaluation** |
| - | - | - | - |

**SECTION 4 TEACHING AND EVALUATION PLANS**

**Educational innovation**

* Use Google Drive to integrate all course materials and classwork in one platform.
* Use “Debate” style as teaching method to allow students to learn about ethics.
* Case-study based teaching method.**1. Teaching Plan**

| **Week** | **Content**  | **Teaching activities and materials** | **Hours** | **Lecturer** |
| --- | --- | --- | --- | --- |
| 1 | Course overview |  | 3 | Nudee N. |
| 2 | Intro to Ethical decision making | Lecture, Case study, discussion | 3 |
| 3 | Information Ethics | 3 |
| 4 | Strategic Communication | 3 |
| 5 | Loyalty: Choosing between competing allegiances | 3 |
| 6 | Privacy | 3 |
| 7 | Mass Media in a democratic society | 3 |
| 8 | Media economics | 3 |
| 9 | MIDTERM |  |  |
| 10 | Ethics of photo & video journalism | Case, discussion | 3 |
| 11 | New Media, New roles | 3 |
| 12 | Ethical dimensions of art & entertainment | 3 |
| 13 | Becoming a moral adult;  | Case, discussion | 3 |
| 14 | Media ethics Case Part 1 | Debate  | 3 |  |
| 15 | Media ethics Case Part 2 | Debate  | 3 |
| 16 | Media ethics Case Part 3 | Debate  | 3 |
| 17 | FINAL (Term Paper) |  |  |
| Total | 45 |  |

**2. Assessment Plan**

| **Learning outcomes** | **Evaluation Methods** | **Week Evaluated** | **Percentage of Evaluation** |
| --- | --- | --- | --- |
| 1.51.5, 2.1 | Discussion Final Exam (Debate reports – Lesson Learned Essay) | 11-1517 | 1540 |
| 2.1, 4.3, 4.4 | Debate | 14-16 | 45 |

##### SECTION 5 TEACHING MATERIALS AND RESOURCES

1. **Required Textbook and documents**

Patterson, P. & Wilkins, L. (2014). Media Ethics. (International 8th ed.). Singapore: McGraw-Hill

(Online order http://www.chulabook.com/description.asp?barcode=9781259010811)

**2. Recommended documents and resources**

Donev, D. (2017). Determining Media Ethics in Traditional Media: Terminological Issues. Retrieved from https://hrcak.srce.hr/file/280650

Díaz-Campo, J., & Segado-Boj, F. (2015). Journalism ethics in a digital environment: How journalistic codes of ethics have been adapted to the Internet and ICTs in countries around the world. Telematics and Informatics, 32 (4), 735-744. Retrieved from

 http://www.sciencedirect.com/science/article/pii/S0736585315000258

 doi:10.1016/j.tele.2015.03.004

Stephen J. A. Ward (2018). Global Media Ethics. Retrieved from https://ethics.journalism.wisc.edu/resources/global-media-ethics/

Stephen J. A. Ward (2018). Digital Media Ethics. Retrieved from

 https://ethics.journalism.wisc.edu/resources/digital-media-ethics/

**SECTION 6 Course Evaluation and Improvement**

**1. Course effectiveness evaluation strategy by students**

Online course evaluation.

1. **Teaching evaluation strategy**

Students outcomes and participation.

**3. Teaching Improvement**

 Student-centered teaching methods.

**4. The Verification of students’ academic performance**

 Student interviews

 Behavior observation

 ☑ Verification of grading and evaluation

 Comprehensive examination

 Report of the cumulative data of the standards of learning outcomes (6 areas)

 Survey/Questionnaire

 ☑ Others (Specify) Lesson-learned essay

**5. The revision and planning process to improve course efficiency**

* Results from online evaluation analyzed and used to create guidelines for teaching improvement in the next academic year.