

## DISCIPLINE DESCRIPTION

### 1. Information about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Political, Administration and Communication Sciences
1.3 Department	Journalism department
1.4 Field of study	Communication sciences
1.5 Level of study	Bachelor
1.6 Study program / Qualification	Journalism

### 2. Information about the discipline

2.1 Discipline title	Ethics and professional deontology						
2.2 Course lecturer							
2.3 Seminar assistant							
2.4 Year of study	III	2.5 Semester	II	2.6. Evaluation type	Exam.	2.7 Discipline type	Compulsory

### 3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution:					hrs
Studying the manual, course reader, bibliography and notes:					1
Supplementary documentation in the library, on electronic platforms and in the field:					2
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					1
Tutorials					
Examinations					1
Other activities: written paper for seminar activities					1
3.7 Total hours of individual study	84				
3.8 Total hours per semester	126				
3.9 Number of credits	5				

### 4. Prerequisites (where applicable)

4.1 based on the curriculum	•
4.2 based on competences	•

### 5. Conditions (where applicable)

5.1 for the course	•
5.2 for the seminar/laboratory	•

## 6. Accumulated specific competencies

<b>Professional competencies</b>	<ul style="list-style-type: none"> <li>• Capacity to manage ethically the information accessed (C4)</li> <li>• Capacity to identify specific ethical elements and social responsibility norms that regulate the profession (C5)</li> <li>• Capacity to develop media content whilst observing the ethical and deontology norms (C6)</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Developed sense of professional responsibility, enabling the use of efficient conflict-resolution methods</li> <li>• Experience gained in managing difficult communication situations, negotiation processes, mediation and public debate</li> <li>• Capacity to use developed evaluation models and analysis methods in order to efficiently evaluate difficult professional dilemmas</li> <li>• Experience gained in working on interdisciplinary projects within a team</li> </ul>

## 7. Discipline objectives

7.1 General objective	Introducing the students to the basic principles regarding journalistic deontology, social responsibility of media and professional ethics. Students will be encouraged to engage in debates regarding the mechanisms of self-regulation in the practice of journalism and the interactions between legal provisions and journalism ethics.
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Developing students' capacity to identify and debate the normative framework of journalism</li> <li>• Developing students capacity to respond to problematical ethical issues in an argued manner</li> <li>• Enabling students to use the key ethical concepts in the analysis of current journalism issues</li> <li>• Enabling students to negotiate their position and response to ethical issues encountered while working in a team</li> </ul>

## 8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction to media ethics	Oral and multimedia presentations	
2. Analysis methods of professional ethic issues		
3. Codes of ethical conduct. Types of clauses.		
4. The relationship between the journalist and its sources		
5. Right to privacy and public image (1)		
6. Right to privacy and public image (2)		
7. Presumption of innocence. The relationship		

between media and justice.		
8. Minority rights and discrimination		
9. Hate speech and social responsibility		
10. PR and the media		
11. Advertising and the media		
12. Ethics councils and other self-regulatory mechanisms		
13. Public debate with guests		
14. Revision		

#### Bibliography

Clifford G. Christians, *Media ethics. Cases and moral reasoning*, Allyn & Bacon, 2004  
 Relevant cases and articles indicated during classes

8.2 Seminar / laboratory	Teaching methods	Observations
1. Ethical codes. Types of clauses.	Case-studies Debates	
2. Right to privacy and public image		
3. Media-justice relationship		
4. Minorities rights and hate speech.		
5. PR, Advertising and journalists social responsibility		
6. Students presentations		
7. Revision.		

#### Bibliography

Clifford G. Christians, *Media ethics. Cases and moral reasoning*, Allyn & Bacon, 2004  
 Vivian John, *The media of mass communication*, Pearson Education, 2004, p. 481 - 501  
 Relevant cases and articles indicated during classes

### 9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

Journalists are continuously exposed to ethical challenges in their every-day activity. Developing an appropriate ethical response is one of the most important means to preserve their independence from interferences of the legislative or biased media-owners, enabling them to provide accurate information to the general public.

### 10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	1. Capacity to accurately identify the relevant ethical concepts in order to assess an ethical dilemma 2. Capacity to use the ethical concepts and provisions in structured argumentation	Written exam	70%

10.5 Seminar/laboratory	1. Capacity to develop relevant arguments during the seminar debates	Oral examination (class participation)	10%
	2. Case-study analysis	Submitted paper	20%
10.6 Minimum performance standard			
Capacity to accurately identify the relevant ethical concepts in order to assess a professional ethical dilemma			

Date

13.09.2012

Course lecturer signature

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Seminar assistant signature

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Date of approval in the Department

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Head of department's signature

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