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ФИО: Ястребов Олег Александрович  
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**The Federal state autonomous educational institution of higher  
the education «Peoples' Friendship University of Russia»**

**Faculty of Philology**

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

**PROGRAM OF DISCIPLINE**

Media Ethics

(Name of the Discipline / Module)

**Recommended for the direction of training/speciality:**

42.03.02 Journalism

(Code and Name of the field of study, the direction of training/speciality)

**The discipline is carried out within the framework of the main professional  
educational program of higher education (EP HE):**

Multimedia Journalism

(Name of the educational program)

**2024 г.**

## 1. OBJECTIVE OF THE DISCIPLINE

The goal of this course is to students with skills in basic theories, models and concepts of media ethics and perspectives through the exploration of the changes in societal demands and expectations of understanding of the ethical implications of the choices they make.

The main objectives are

1. To gain knowledge of key approaches and concepts of media ethics/Demonstrate ways to personally apply ethics in everyday news work
2. To be exposed to the history and development and development of media ethics.
3. To be exposed to existing media ethics and their usage for professionalism

## 2. REQUIREMENTS TO 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-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	GC-5.1-Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
		GC-5.2- Suggests ways to overcome communication barriers in intercultural interactions
		GC-5.3- Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
GC-11.	Able to form an intolerant attitude toward corrupt behavior	GC-11.1-Exercises civil rights and participates consciously in society
		GC-11.2- Follows basic ethical values and demonstrates intolerant attitudes toward corrupt behavior

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

The discipline “Media Ethics” 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-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	Writing for Essential Editing	-
GC-11.	Able to form an intolerant attitude toward corrupt behavior.	Media Systems	-

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

The overall workload of the discipline is **4** credits.

Types of activities	Total hours	Semesters					
		1	2	3	4	5	6
<b>Classroom activities (total)</b>							
<i>Lectures</i>	17		x	x	x		17
<i>Practical lessons/Seminars</i>	34		x	x	x		34
<i>Laboratory activities/</i>	-		-	-	-		-
<i>Control</i>	<b>21</b>		-	-	-		12
<b>Independent work (total)</b>	<b>36</b>						52
<b>Overall workload hours</b>	<b>108</b>						<b>108</b>
<b>Credits</b>	<b>3</b>						<b>3</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
Introduction	- Course, Syllabus, Concepts, Glossaries	Lecture
Journalism ethics	- Defining Ethics, media ethics, the main areas of concern - Why do journalists need ethics and morals? - What are the social responsibilities of journalists?	Lecture
Publishing Ethics	- Editing text and quotes, Headlines, - Conflicts of interest skills – digital and multi-platform, Recording equipment - Plagiarism, Editing pictures, Manipulating visual images,	Lecture
Ethics and the Internet	- Online journalism, Ethical considerations online, - Ethical, legal and regulatory constraints on the use of the internet, Intellectual rights, Copyright, - Online privacy, accuracy, immediacy, reliability, & accessibility	Lecture

<b>Name of the Unit</b>	<b>Content of the Units (topics)</b>	<b>Type of activity</b>
Ethics and Regulation	<ul style="list-style-type: none"> <li>- How ethics inform regulation and production codes,</li> <li>- Voluntary regulation – press complaints council, Statutory foundation of regulation,</li> <li>- Other regulatory systems – local (national) and international regulatory codes</li> </ul>	Lecture
International Ethics and Regulation	<ul style="list-style-type: none"> <li>- Journalism ethics an international perspective,</li> <li>- UN Declaration of Human Rights, European Community human rights law and regulations</li> </ul>	Lecture
Media and Governance	<ul style="list-style-type: none"> <li>- Media as the fourth estate, media as a watchdog</li> <li>- Freedom of information,</li> <li>- Moral Panic &amp; Public Opinion, Self-regulation</li> </ul>	
Unit 1	Ethics and Newsgathering – sources and confidentiality	Seminar
Unit 2	the damaging impact of commercial and political influences on social freedoms	Seminar
Unit 3	Guest Speaker: Does the end justify the means? Examining where journalists break the rules in order to break the story: To what extent should journalists break rules in order to break news?	Seminar
Unit 4	Battling misinformation and media manipulation in the age of media proliferation	Workshop
Unit 5	The construction of moral panics and the beneficiaries of these seismic shifts in public opinion	Seminar
Unit 6		Workshop

## **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. Journalism, Ethics and Regulation - Frost, C (2007) – (Pearson)
2. McBride, K., & Rosenstiel, T. (Eds.). (2013). *The new ethics of journalism: Principles for the 21st century*. CQ Press.
3. Frost, Chris. Media Ethics and Self-Regulation. Pearson, 2000.

### Other recommended readings

1. Frost, C. 2000. Media Ethics and Self-Regulation. Harlow: Longman.
2. Frost, C. 2007. Journalism Ethics and Regulation. Harlow: Longman.
3. Haidt, J. 2012. The Righteous Mind: Why Good People are Divided by Politics and Religion. London: Allen Lane.
4. Harcup, T. 2007. The Ethical Journalist. 1st ed. London; Thousand Oaks, CA: SAGE Publications.
5. Herman, E.S. and Chomsky, N. 2002. Manufacturing Consent: the Political Economy of the Mass Media. New York: Pantheon Books.
6. Horgan, J. 1995. Saving Us From Ourselves: Contraception, Censorship and the 'Evil Literature' Controversy of 1926. Irish Communications Review, [5] pp.61-67.
7. Lippmann, W. 2009. Public Opinion. Milton Keynes: Lightning Source.
8. Law for Journalists - Quinn, F (2007) – (Pearson)
9. Right to know: the 'nation', the 'people' and the Fourth Estate (Martin Hurst, The Conversation, 2013): <https://theconversation.com/right-to-know-the-nationthe-people-and-the-fourth-estate-21253>
10. [BBC Producers Guideline \(2019\) BBC](#)

11. [NUJ Code of Conduct \(revised 2011\)](#)
12. SPJ Code of Ethics | Society of Professional Journalists | Improving and protecting journalism since 1909: <http://www.spj.org/ethicscode.asp>
13. The 5 Principles of Ethical Journalism (Ethical Journalism Network): <http://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>
14. Christians, Clifford et al. Media Ethics: Cases and Moral Reasoning. Longman, 2008.
15. Gordon, A. David. Controversies in Media Ethics. Longman, 2011.
16. Campbell, R., Martin, C., & Fabos, B. (2014). *Media & culture: Mass communication in a digital age*. Bedford/St. Martin's.
- 17.
- 18.

*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
  - Google scholar.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.