

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Audio-Visual Communication		
Scope	Journalism, Communication, Advertising and Public Relations		
Faculty/School:	Communication Sciences		
Course:	PROFESSIONAL ETHICS AND DEONTOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	3035
Teaching period:	Fifth-Sixth semester		
Subject:	Anthropology		
Module:	Bases for a Theory of Audiovisual Communication		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

As it pertains to the Subject of Anthropology, the subject aims to offer the student a philosophical and existential understanding of the foundations of personal and social life. The investigation of this substrate common to all human beings will help the student both to understand the other and to the search for keys to coexistence. This task involves, first of all, arousing a love for learning and overcoming one's own prejudices. Second, it requires knowing and practicing the tools of intellectual work: research, debate and communication of results. Finally, it involves deepening the meaning of the questions present in all men and all cultures, as well as trying to answer them: Who is man? What should we do? and What can we expect?

Once these anthropological bases have been understood, the purpose of this course is to introduce students to

the basic knowledge of General Ethics and thus seek to generate ethical criteria to carry out their professional task in the future and face their decisions in accordance with the nature of man that is his own.

Ethics seeks to train university students in a series of moral values to guide their actions in the classroom and, ultimately, their professional behavior tomorrow. Students are expected to become aware of ethical issues and to reason accordingly when faced with various decisions in their lives.

The university, meeting the real demands of society and the changing situation of the professional world, must provide students with general, scientific and humanistic knowledge and skills, where ethical training must take on relevance.

The starting point of the study of Ethics leads the student to consider the need to deepen the anthropological and metaphysical foundation of experience and moral knowledge.

Through virtues, or keys to personal development, the student analyzes decisions and the personal experience of moral demand.

Ethics manages to develop rational principles that facilitate ethical judgment and moral decision-making in man.

Finally, based on the knowledge of the essential principles of fundamental ethics, the course also aims to train university students in the field of professional deontology or ethics applied to the field of audiovisual communication.

## GOAL

The fundamental objective of the course is to make students reflect on the ethical foundations of audiovisual communication, as well as to provide them with the necessary mechanisms to articulate appropriate deontological thinking and action.

## PRIOR KNOWLEDGE

A minimum base of anthropology and ethics is recommended. If they don't have them, they can be purchased by reading and studying the following books:

- LUCAS, R. Vertical horizon. Meaning and meaning of the human person. BAC, Madrid, 2008.
- SPAEMANN, R. Ethics: fundamental issues, EUNSA, Pamplona, 1987.

An inquiring and critical disposition is desirable in the student.

## COURSE SYLLABUS

BLOCK I: FOUNDATIONS TOPIC 1.- WHAT ARE WE TALKING ABOUT Ethics, Morals and Professional Deontology. What is Ethics and what is it for? Relationship and differences between Ethics, Deontology, Law and Religion. Human life is moral life. Every camera position is a moral position. Take life serially: tell me what series you watch and I'll tell you who you are. TOPIC 2.- THE OBJECT OF ETHICS Good and evil. The Question of Truth: Skepticism, Emotivism, Relativism, Moral Pluralism, and Tolerance. Truth and fallacies in post-truth times. Chernobyl: the contemporary Leviathan. TOPIC 3.- THE SUBJECT OF ETHICS Human person and dignity. Formation, judgment and conscientious objection. Personal and professional vocation. Dr. House, a different

doctor. TOPIC 4.- AREAS OF PERSONAL CONSTRUCTION. The intimate, the private, the public and the published. Black Mirror, the society of screens. TOPIC 5.- VIRTUOUS PROFESSIONALS. Values, Virtues and Norms. Prudence. Justice. Fortaleza. Temperance. Of virtues and vices in Breaking Bad and Downton Abbey. BLOCK II.- LIFE IN SERIES TOPIC 6.- THE CONSTRUCTION OF THE AUDIOVISUAL NARRATIVE. The story of terrorism in Spain: 'Patria', 'Maixabel' and 'The Infiltrated'. TOPIC 7.- TABOOS. HOW TO TELL ABOUT SUICIDE IN FICTION. From 'For Thirteen Reasons' to 'After Life'. TOPIC 8.- MEANS AND ENDS. House of Cards, Machiavelli and the princes of the 21st century. TOPIC 9.- AUDIOVISUAL VIOLENCE. THE SPEECHES OF LEGITIMATION. The Paper House or how to overcome evil with evil. THEME 10.- MEANING AND HOPE IN THE MIDST OF A DYSTOPIAN SOCIETY. All creatures big and small.

## EDUCATION ACTIVITIES

**PARTICIPATORY MASTER LESSON:** Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master class we seek to move the student from a passive attitude to an active one, encouraging their participation. For this reason, it is necessary for the teacher to structure the content well, to have clarity of presentation and to be able to maintain the student's attention and interest.

**AUTONOMOUS WORK.** In this methodology, the student takes the initiative with or without the help of others (teachers, classmates, tutors, mentors). It is the student who diagnoses their learning needs, formulates their learning goals, identifies the resources they need to learn, chooses and implements appropriate learning strategies and evaluates their learning outcomes. The teacher thus becomes the guide, the facilitator and a source of information that collaborates in this autonomous work. This methodology will be of special interest for the development of research-related competencies

**COOPERATIVE WORK IN SMALL GROUPS:** The number of students scheduled at our University allows us to work in small groups as a group. Slavin defines cooperative work as 'instructional strategies in which students are divided into small groups and are evaluated according to group productivity', which brings into play both individual responsibility and positive interdependence, the basis of professional teamwork.

**TUTORIAL ACTION SYSTEM:** which includes interviews, discussion groups, self-reports and tutorial follow-up reports.

**CASE METHOD:** Acquisition of learning through the analysis of cases or real management situations. This active learning technique, focused on the student's research on a real and specific problem, helps the student to acquire the basis for inductive study.

**RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data and development of conclusions.

**FLIPPED CLASSROOM:** Design and publication of online materials on fictional series to work in the classroom with active learning, based on questions posed on the various topics and series analyzed.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To be able to generate public opinion and build bridges with the various social sectors allowing for the formation and dissemination of a message and culture for the benefit of mankind, conveying values based on the search for truth and common good, using audio-visual media.

To acquire the ability to discuss conflicting ideas, thereby generating meeting forums for individuals or social groups from different walks of life.

To understand the value of university education in order to exercise a responsible professional task as an audio-visual communicator.

## General Skills

To be able to generate public opinion and build bridges with the various social sectors allowing for the formation and dissemination of a message and culture for the benefit of mankind, conveying values based on the search for truth and common good, using audio-visual media.

To acquire the ability to discuss conflicting ideas, thereby generating meeting forums for individuals or social groups from different walks of life.

To understand the value of university education in order to exercise a responsible professional task as an audio-visual communicator.

## Specific skills

Discovering the anthropology implicit in all human action and science and analyzing it critically: what idea of man underlies the various theories and what are their practical implications: personal, social?

Acquire a knowledge of professional ethics and deontology to discern the best way to act personally and professionally

## LEARNING RESULTS

Study and understand the main ideas and contents of a promotional or speculative informational document and develop the ability to express such knowledge orally or in writing.

Understand the ethical ideas and beliefs of today's human being based on the historical and intellectual processes to which they are heirs.

Analyze and understand the impact of ethics on human life.

Assess the themes and theses that pose or underlie all means of expression, philosophical, scientific, literary texts, films, etc.

Discuss theses, problems or projects and achieve constructive results that integrate and correctly articulate the best of the positions presented.

Develop the ability to value a reality in which we are present and that affects us in a direct and inescapable way.

## LEARNING APPRAISAL SYSTEM

Class attendance is mandatory, as established by the internal regulations of the UFV. ORDINARY CALL: 60% EXAM 30% GROUP WORK 10% CLASS ATTENDANCE AND PARTICIPATION EXTRAORDINARY CALL In the extraordinary call, corresponding to the same academic year, the grades of the approved works are kept. The evaluation system will be EXAM (60%), PAPERS (40%). In the event that any of the group work has been suspended, the teacher will propose to the student an alternative work. In subsequent calls, repeating students do not keep any grades and must return to completing the full course. ERASMUS STUDENTS AND STUDENTS WITH ACADEMIC DISPENSATION These students are responsible for informing the teacher of their circumstances at the beginning of the course (before the end of September) in order to follow the study plan indicated to them. In any case, the student's grade will be that obtained in the ordinary/extraordinary call. It is the student's responsibility to contact the teacher to find out the guidelines related to each call and to ensure the procedure, guidelines and scheduled dates. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations. The award of the Honorary Enrollment is a recognition of excellence. It will be awarded exclusively to those students who stand out above their peers, not only with regard to their academic results within the subject, but also with regard to their attitude and interest in the study and the subject, their commitment and teamwork throughout the course. Only one will be awarded for every 20 students or fraction and it will not be mandatory to grant it, and it may be deserted.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Catela, Isidro and Agejas, José Ángel Series seriously. Ethical keys in audiovisual fiction. Digital Reasons, 2020

Figuro, J. and Orellana, J. What's wrong with me, doctor? Family Ties in Postmodern Film and Television  
Dykinson, 2024

(Figuro, J. and Orellana, J. What's wrong with me, doctor? Family Ties in Postmodern Film and Television  
Dykinson, 2024 , ||Cerdà, David Good is universal. A defense of objective morality. Rialp, 2025 )

Llano, Alejandro Life Achieved Ariel, 2002

(Llano, Alejandro Life Achieved Ariel, 2002 , ||Spaemann, Robert Ethics: Fundamental Issues EUNSA, 2005 )