

SCBC 207 Syllabus 1/2564

Table of Content

COURSE DESCRIPTION	2
TEACHING HOUR(S) PER SEMESTER	2
COURSE LEARNING OBJECTIVES (CLO)	2
COURSE LEARNING OUTCOMES (CLOs)	3
GRADING AND ASSESSMENT	3
CODE(S) FOR ONLINE CLASSROOM USING MICROSOFT TEAMS	4
ACTIVITY PHOTOS	5
SCORING CRITERIA FOR NEWS/ ADVERTISEMENT ANALYSIS AND THE 1 ST ASSIGNMENT	8
EXAMPLE OF GUIDELINE FOR INFORMATION RETRIEVAL AND ANALYSES (PAGE 1/2)	13
EXAMPLE OF GUIDELINE FOR INFORMATION RETRIEVAL AND ANALYSES (PAGE 2/2)	14
TEAMWORK RUBRIC RECORD	15

Course Description

Viral content in the online social media; health food supplement advertisements; herbal medicine advertisements; antioxidants in cosmetics and consumer goods; skincare; plastic surgery; stem cells in consumer goods; exercise for weight management diet pills; the practice of critical thinking skill; the practice of information searching skills and information technology; skills for working on group assignments and conducting classroom presentations; copyright law

Teaching hour(s) per semester

Theory (hour)	Practice (hour)	Self-study (hour)
30 hours (2 hours per week)	-	60 hours (4 hours per week)

Course learning objectives (CLO)

After the enrolment, the students will be able to;

1. CLO 1: Students are able to assess the reliability and appropriateness of the information sources for ethical citation.
2. CLO 2: Students are able to differentiate facts and marketing advertisements, fraud news out of the online information that they are interested in.
3. CLO 3: Students are able to discuss the health effects and legitimate effects of sharing both positive and negative information or the affects when information is followed or shared without consideration.
4. CLO 4: Students are able to use information technology properly to create attractive printed media and oral presentations to raise health awareness when people consume news without consideration.

5. CLO 5: Students are able to evaluate their abilities and roles as well as their classmates while working together so that the works are effectively and timely finished.

Learning Evaluation

Assignment	%
Group assignment 1 News analysis on metabolism	40
Group assignment 2 Free topic	50
Attendance	10
Total	100

Grading and Assessment

After the assessment, students will be graded. The grading scale is described in the table below. The accomplishment evaluation is evaluated using the grading system specified by the faculty and university.

Numerical Grade	Letter Grade
80-100	O
50-79	S
0-49	U

To pass this course, students must earn at least the letter “S”.

Re-Examination (if provided in any course)

The re-examination is not provided in this course.

Online classroom

1. Codes to access into Microsoft Teams

Team name	Team code
SCBC 207 1/2564 Main	d036kyc
SCBC 207 1/2564 Room 1	2tvbtzt
SCBC 207 1/2564 Room 2	yeo1ad9
SCBC 207 1/2564 Room 3	7m8501o
SCBC 207 1/2564 Room 4	q9am99v

2. Attendance

A Link for an attendance formed will be posted on Microsoft Teams “SCBC 207 1/2564 Main” 10 minutes before class. Students who cannot access to the attendant form within the time provided will be marked as late and cannot earn the attendant point.

3. Work submission

What to submit	Where to submit
Information searching record: students may use either the record form provided or any other form.	Microsoft Team: Discussion Team (Assignment Tab)
Record of group assignment: must be submitted by 4:30 p.m. on Monday	
Diagram showing the analysis of advertisement in the form of figure, mind map, or infographic must be submitted. The topics below or any other additional topics should be specified as follows. <ul style="list-style-type: none">● The possibility of the advertisement words● The conditions that are not mentioned on the products and could affect the health of the consumers.	Padlet in each Discussion Team will be informed in the class

<ul style="list-style-type: none"> ● Causes of the product's conditions based on scientific proofs. ● Information that the producers should add on the product so that the consumers are not taken advantage of. 	
Present the work in Video clip	

4. Other tools for the online classroom

Padlet's registration must be done at (<https://padlet.com/>). They are used for brainstorming, collecting information sources, and sharing works/assignments via Discussion Team.

- Students may use the Padlet or other platforms except for Facebook to brainstorm or collect data.
- At the end of the session, the assignments of each group will be gathered in the Padlet of each discussion. Each team will have a teacher as an admin and the joining URL will be given to the student every time before the class start.

Overall activity

#	Wed 10.30-12:20	Activity	Instructor
1	11/8 (Main)	Lecture: Why do we have to aware of media and advertisements?	Dr. Rapee Boonpleung
2	18/8 (Main)	Lecture on marketing	Asst. Prof. Dr. Phallapa Petison (CMMU)
3	25/8 (Main)	Workshop on infographic	Dr. Chanokporn Puapattanakun (Nakhon Sawan Campus)
4	1/9 (Main)	Conference 1/3 metabolism-related advertisement/news	Prof. Dr. Sarawut Jitrapakdee (SCBC)
5	8/9 (Small group)	Conference 2/3 metabolism-related advertisement/news	Conference (SCBC staffs)
6	15/9 (Main)	Lecture on cyberlaw	Dr. Jompon Pitaksantayothin (Faculty of Social Sciences and Humanities)
7	22/9 (Main)	Workshop on presentation	Dr. Chanokporn Puapattanakun (Nakhon Sawan Campus)
8	29/9 (Small group)	Conference 3/3 Presentation on your analysis of metabolism-related advertisement/news	Conference (SCBC staffs)
9	6/10 13/10 No class	Midterm	
10	20/10 (Main)	Analysis on Nano-cosmetic related product/news	Asst. Prof. Dr. Kanlaya Katewongsa (SCBC)
11	27/10 (Main)	Analysis on Cancer related product/news	Prof. Dr. Janvilisri (SCBC)
12	3/11 (Small group)	Conference 2/1 Group project: Finish part 1-2 on the worksheet	Conference (SCBC staffs)

13	10/11 (Small group)	Conference 2/2 Group project: Finish part 3-4 on the worksheet	Conference (SCBC staffs)
14	17/11 (Small group)	Conference 2/3 Presentation, peer feedback and revision of the 1st presentation	Conference (SCBC staffs)
15	24/11 (Small group)	Conference 2/4 Final presentation	Conference (SCBC staffs)

Scoring criteria for news/ advertisement analysis

CLO	Topic	Scoring level	
		S	U
1. Evaluate the reliability and appropriateness of the information sources for ethical citations.	1.1 Reliability evaluation of the information sources cited in the news/ advertisements	The information sources cited in the news/ advertisements are identified if they are qualified according to scientific standards e.g. Primary literature.	The names of information sources cited in the news/advertisements are identified but there is no reliability evaluation.
	1.2 Reliability evaluation of the additional information sources used in the Learning issues	The information sources cited in the news/ advertisements are identified if they are qualified according to scientific standards e.g. Primary literature.	The names of information sources cited in the news/advertisements are identified but there is no reliability evaluation.
	1.3 Citations of the information sources used in the Learning issue	The information sources used are completely and correctly cited.	There is no citation of the information sources.
2. Make a distinction between facts and propaganda that are used	2.1 Make a distinction between facts and propaganda	Facts are correctly concluded. Some opinions and propaganda	Opinions and propaganda are included with facts more than 50% of the conclusion.

for marketing in online media		are included but not more than 20% of the conclusion.	
	2.2 Identify the marketing mechanism used to influence the consumers	The marketing mechanisms are identified and the reason for using those marketing mechanisms is provided.	There is no identification of marketing mechanisms.
	2.3 Identify the Learning issues	The learning issues are articulately identified and connected with facts.	The learning issues are not articulately identified. More than 50% of learning issues are connected with facts.
	2.4 The completion of information searching (Learning issues)	The information searching is targeted and well-defined as planned.	There is no information searching.
	2.5 The ability to connect the information(Learning issues) with the discussion	The searching information is well concluded for example the information is prioritized, systematically, and complexly connected.	There is no information searching for example the information is not prioritized and connected.
	2.6 The analysis of conditions of the products/advertisements	The conditions of the products/advertisement are identified. The conditions that	No conditions of the products/advertisements mentioned in the work

		make the products/advertisement accomplished are also identified and connected with the learning issues.	
3. Discuss on health effects and legal effects (both positive and negative sides) if the information receivers follow the shared information without caution	3.1 Identify the consumers' effects	Identify the negative and positive effects that the consumers may get at least in 2 aspects (health, environment, economic, laws, etc.)	No effects mentioned in the work
	3.2 Discuss on the consumers' effects	Discuss on causes of effects that consumers may get thoroughly	No discussion on causes of effects
	3.3 Give suggestions to improve the products/advertisements	Give suggestions to improve the products/advertisements and provide scientific proofs	No suggestions to improve products/ advertisements
4. Use appropriate information technology to create interesting printed media and have the oral presentations raising	4.1 Product creativity	Use figures for better understanding	No figures used
	4.2 The citations of figures (In case of self-drawing, students will get full points in this part.)	Cite the figures properly and thoroughly	No figures cited

health awareness of the consumers`	4.3 The use of language in the works	Use concise language and give well-organized reasons	No well-organized reasons and irrelevant content
	4.4 The chosen technology	Use technology to enhance or broadcast effective communication	No technology used
	4.5 The oral presentation: within the time-limited	Present within the time-limited	Exceed the time-limited but more than 45 seconds
	4.6 Oral presentation: voice and tone	Have a good voice and tone to get attention from the audiences	Have a problem of voice and tone that obstruct the audiences' understanding
	4.7 Oral presentation: storytelling	The story is presented in good order so it is easy for the audiences to understand the content.	The presenters do not present the story in good order so it is difficult for the audiences to understand the content.
	4.8 The overall presentation	The presentation should be shared according to the poll agreed by the class members.	According to the poll agreed by the class members, the presentation should not be shared because there are too many revisions.

<p>5. Evaluate the ability and role of oneself and other members in the group while working together to effectively accomplish the work targets (This criterion will not be used with the 2nd assignment)</p>	<p>5.1 Teamwork (within the group)</p>	<p>The works are allocated appropriately and equally among the members. Also, it is explainable if the works are not allocated equally (according to the Teamwork Rubric Record).</p>	<p>Works are not allocated and less than half of the group members are involved in the project.</p>
	<p>5.2 Teamwork (with other groups) (This criterion is used with the 1st assignment only. It can't be used with the news analysis that topics are identified).</p>	<p>At least 2 comments from the classmates are used to improve the works. Students are able to describe what are the comments they get and how they use the comments for further improvements.</p>	<p>Students cannot give a reasonable explanation of why they don't bring the comments from their classmates to improve their works.</p>

Example of guideline for information retrieval and analysis (Page 1/2)

1. Collect Facts	1.1. Topic	
	1.2. Key information	
	1.3. Conditions/problems that will be solved claimed in the products/services	
	1.4. Solving methods claimed in the products/services	
	1.5. Summary of scientific methods claimed in the products/services	
	1.6. Research referred in the products/services	
2. Primary Analysis	2.1 Methods used to gain reliability from the consumers	
	2.2 Based on your background knowledge, could the products/services solve the problems/ fulfill the customer's needs claimed in the advertisement? Yes	

	or No? Why? Please explain and provide citations.	
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Example of guideline for information retrieval and analysis (Page 2/2)

<p>3. Additional study</p>	<p>3.1 The additional learning issues that could improve your analysis</p>	<p>1. _____ 2. _____ 3. _____</p>
	<p>3.2 The summary of the problem/issue that you have been studies on</p>	<p>Issue no.1 _____ Citation/Reference _____ Summary _____ Issue no.2 _____ Citation/Reference _____ Summary _____</p>
		<p>The figure summarized the problem/issue that you have been studied on</p>
<p>4. Conclusion</p>	<p>4.1 From the additional learning issues, could the products/services solve the customer's problems/ fulfill the customer's needs? Yes or No? Why?</p>	
	<p>4.2 Issues that the producers should improve based on scientific proofs</p>	

5. Comments from the classmates	5.1 Comments received from the classmates	
	5.2 Comments that are chosen	No. ___ Because _____ No. ___ Because _____
	5.3 Revision	

Teamwork Rubric Record

In this form, please write down the team member's names in order of collaborative proportion. The first name is the one that has the most participation and the fourth name is the one that has the least participation in the group work.

Discussion team	Group	Project name	Working dates

Responsibility	Member no. 1	Member no. 2	Member no. 3	Member no. 4
Summarize the comments from the group members and analyze facts, elements in the advertisement, learning issue, negative effects, suggestions to improve the advertisements				
Response for the information for learning issue on.....				
Response for the information for learning issue on.....				
Response for the information for learning issue on.....				
Response for the information for learning issue on.....				
Response for the diagram used in the presentation				
Response for the figure used in the presentation				

Present figures to the teacher and classmates				
Collect the comments from the teacher and classmates				
Summarize ideas from the comments for further improvement				
Other responsibility (please specify)				
Other responsibility (please specify)				
Other responsibility (please specify)				
Other responsibility (please specify)				