UNIVERSIDAD DEL PACÍFICO

Format to prepare the syllabus of courses for the international week

The purpose of this document is to complete the information for the preparation of the syllabus of courses for the international week in the empty boxes.

Please complete the following mandatory fields requested in each of the boxes below:

I. General Information

Complete the following general information:

Name of the course:

The Deceptive Art of Persuasion: A Course on Ethics in Advertising

Teacher's name:

Sofia Franco

II. Introduction

Describe briefly, simply and synthetically what the course consists of and its formative scope. To do so, indicate what the course offers or provides to the student, mentioning its practical and theoretical usefulness.

Type the course introduction in the following box:

This course is designed for students with any academic background who have an interest in marketing, branding, and advertising. A background in intermediate microeconomics is desirable but not a requirement, as the foundational concepts will be covered in an accessible manner. **In today's volatile and interconnected global market, leaders are not only tasked with driving commercial success but also with upholding social responsibility. While Universidad del Pacífico's master's programs already build a foundation in ethics, this course offers a unique and essential opportunity for an immersive, case-based exploration of ethical decision-making in a rapidly evolving economic landscape. By leveraging a proven curriculum from UCI, this program will provide a highly practical and relevant learning experience that directly complements the university's core values of excellence and integrity.** **The sessions will be particularly focused on the profound impact of the digital age and advertising strategies on business ethics. We will critically examine how new technologies, platforms, including social media, and stealth marketing have introduced complex dilemmas related to data privacy, consumer manipulation, and corporate transparency. The curriculum is designed to not only ground students in**

foundational ethical theory but also to prepare them to navigate the cutting-edge challenges of modern business.

III. Final Learning Achievement of the Course

The final learning achievement is a precise and assessable statement of what a student is expected to be able to do at the end of the course. They are essential for guiding the teaching process, assessing student progress, and verifying the acquisition and application of knowledge.

To develop the learning achievement of the course, consider the following elements to develop the final learning achievement of the course:

Time	Subject	Observable action / Output	Criteria
When?	**Who?**	**What will he/she do?**	**How will he/she do it?**
At the end of the course	*the student*	*support an improvement proposal for the problem identified in a business model.*	*through the relevant use of the concepts, methods, techniques and tools learned during the course.*

Write the final achievement of the course in the following box:

Upon completion of this intensive course, students will be able to:

- **Critically Assess Practices: Acquire the skills to critically evaluate economic arguments and advertising campaigns for deceptive claims, manipulative techniques, and the targeting of vulnerable populations.**
- **Understand Market Standards: Engage in a sophisticated discussion on the role of regulations and industry self-regulation in shaping ethical business practices.**

IV. Learning Units

In this section **the final learning achievement of the course** is moved and the **thematic contents** and the activities and evaluations that will be developed are indicated.

Reference example of a learning unit:

Learning Unit 1: Business organization

Unit Learning Achievement:

Upon completion of learning unit 1, the student will describe the business organization considering the type, mission and vision of the business, as well as the type of organization.

Contents:

- *Business Engineering Model and Information Engineering. Engineering model, its fundamental axes, processes, technology and projects.*
- *The enterprise as a production system; its parts and the relationship with its environment.*
- *Classification and types of enterprises: manufacturing production and service enterprises.*

Activities and evaluations:

- *Debate*
- *Presentations*

Now, type the name of the course after "Learning Unit 1". Also, move the final learning achievement of the course under "Unit Learning Achievement", the contents to be worked on during the week as well as the activities and evaluations to be developed.

Learning unit 1: The Deceptive Art of Persuasion: A Course on Ethics in Advertising

Unit Learning Achievement:

This workshop-style course will be highly interactive, built around real-world case studies, dynamic group discussions, a film screening, and a final collaborative project. The curriculum is a condensed version of the 5-week internship program at the **UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality**, carefully tailored to fit the accelerated pace of Universidad del Pacífico's International Week. The core topics will include:

- **Foundational Ethical Frameworks:** A comprehensive overview of ethics and their application to business and economics.
- **Deception and Misleading Claims:** A deep dive into the ethics of truth in digital communication, with a focus on greenwashing, puffery, and undisclosed endorsements in influencer advertising.
- **Targeting and Social Responsibility:** An examination of the ethical implications of audience segmentation, with case studies on marketing to children, the elderly, and other sensitive populations.
- **Data Privacy and Digital Economics:** A focused discussion on the use of consumer data, behavioral targeting, and the ethical responsibilities of companies in the digital space.
- **Global Case Studies:** A practical analysis of high-profile ethical crises and the role of social media platforms in shaping public opinion and corporate accountability.

The course's learning experience is driven by **an immersive and active pedagogical approach**. A core component is the screening of a **film** that will serve as a satirical case study, providing a dynamic backdrop for a discussion on stealth marketing and the manipulation of audiences. This is complemented by a specific, in-depth **Latin American case study**, such as the "Pura Vida" advertising controversy, which connects global ethical frameworks to the students' local context.

To encourage dynamic engagement, the course will use a variety of interactive tools. This includes **real-time polling** to instantly gauge student opinions on complex issues and **a gamified "Ethics in the Hot Seat" challenge** to test critical thinking under pressure. This forces students to think outside their own perspective and deeply explore the ethical dilemma from multiple angles. These high-impact methods transform students from passive recipients of information into active participants in their learning.

The course will also conclude with a collaborative group project where students will apply the ethical frameworks to analyze a real-world economic or business campaign.

V. Teaching Strategies

Th teaching strategies respond to the characteristics of the subject and the teaching methodology used by the teacher.

Below are some teaching strategies that can be selected. Write an "x" in the box corresponding to the teaching strategies you use in your course. If any of these strategies do not fit your course, add the strategy at the end of the list and describe it:

Teaching strategy	Type an x
Interactive presentation: *It consists of the explanation and demonstration of contents by the teacher, with the intervention of the students, either through questions or presentations of work prepared by the students.*	X
Exercise and problem solving: *It consists of asking students to solve exercises and/or problems by using formulas or algorithms, applying procedures and interpreting the results.*	
Case studies: *It consists of an in-depth analysis of a fact, problem or real or hypothetical event in order to interpret it, generate hypotheses, diagnose it and solve it.*	X
Group dynamics: *It consists of activities of a different nature conducted collaboratively between two or more students, whose purpose is to learn how the groups interact and thus facilitate experiential learning.*	X
Structured debates/discussions: *It consists of moderating a systematically organized discussion of divergent opinions between two or more students on a topic or problem.*	X
Role playing:	

Teaching strategy	Type an x
It consists of providing a real or simulated scenario in which students are required to assume fictitious or real roles with the intention that they can deploy all their abilities to resolve conflicts, as well as understand or experience a reality according to the role assumed.	
Reflective dialogue: *It consists of the interaction of two participants who exchange ideas and opinions through a conversation with the purpose of reflecting critically and deeply on a specific topic. In this dynamic, students not only share their points of view, but are required to be open to listen and consider the other's perspective in order to build a more comprehensive understanding of the topics discussed.*	
Collaborative learning: *It consists of providing instructions for students in small groups to exchange information and work on a task until all participants have developed an understanding of it (not necessarily the same) and have completed it.*	X
Peer learning: *It consists of promoting collaborative spaces between a pair of students who exchange their knowledge, information, experiences and problem solving, being guided by the teacher (for example: students exchange their solutions between pairs, on an activity or exercise, before the teacher presents it to everyone).*	
Active learning: *It consists of encouraging students' participation and continuous reflection through activities aimed at deepening knowledge through interaction with the content, which involves the analysis and synthesis of information.*	X
Inverted classroom: *It consists of establishing pre-class activities for the review of conceptual materials and information (e.g., through videos, infographics, readings and other didactic resources), which allows students to prepare for a practical and active classroom session through collaboration, discussion and problem solving.*	
Experiential learning: *It consists of developing conditions for students to experience real or simulated situations (for example: debates, national or international learning visits, immersive experiences, internships, among others) that allow them to feel or perform actions and share them with their peers to strengthen their learning.*	
Service learning: *It consists of preparing students to apply the contents and tools provided by the course to the real needs of the community in order to develop a sense of social responsibility and, thus, improve their environment.*	
Spaces for creation: *It consists of facilitating physical or virtual spaces for students to create projects or prototypes based on computer programs or physical tools (for example: game labs software, design software, innovation labs, 3D printers, laser cutters, among others).*	
***Design thinking*:** *It consists of the development of solutions or products focused on the needs of users, through strategies and tools (for example: empathy map, user journey, Canva, among others) that allow students to develop their empathy to understand the environment, generate ideas and solutions, as well as prototyping solutions or products that can be tested and adjusted to achieve user satisfaction.*	
Problem-based learning: *It consists of posing a complex real-world or hypothetical problem formulated by the teacher, with the intention that students (usually in groups) gather more information and analyze the problem in order to propose solutions.*	X
Research-based learning: *It consists of connecting teaching with research through the application of scientific concepts, theories and methods in order to generate new knowledge about a particular aspect of reality or the exploration of an unknown phenomenon in order to suggest theoretical or methodological guidelines for its approach.*	X
Project-based learning: *It consists of the design and development of projects (generally in groups of students) with the purpose of having the student manage a set of planned, interrelated and coordinated activities to achieve an objective within a given time frame.*	X
Challenge-based learning: *It consists of providing a situation or general context in a social or physical environment so that students can collaboratively choose a challenge to be solved based on the learning of the contents offered by the course.*	
Gamification of learning: *It consists of developing a physical or virtual learning environment by applying the principles and elements of the game in order to encourage student motivation and participation.*	X

Teaching strategy	Type an x
Write other strategies not contemplated in the previous list that you need to detail:	

VI. Evaluation System

In this section, write the names of the evaluations to be used in the course in a manner consistent with the final learning achievement of the course, as well as the percentage of weighting that each type of evaluation will have in the final score, which should add up to 100%.

In order to evaluate learning, a series of activities and means are recognized that allow the collection of evidence of student performance throughout the course, for example: Group presentation, presentation, debate, dynamics, simulations, essays, final work, reports, reports, prototypes, designs, solving tasks, solving cases, program development, partial exam, final exam, graded assignments reading quizzes, self-evaluations, questionnaires, among others.

Reference example:

Considerations for evaluations
Attendance is essential for the evaluation activities to be graded.

Evaluation name	*%*	*Comments*
Exam	*20*	• *The grade is individual.* • *Practical application of theoretical content and problem solving will be evaluated.*
Debate	*10*	• *The grade is individual.* • *Participation and clarity of ideas will be evaluated.*
Presentation	*40*	• *The presentation is group based, but the grade is individual.* • *Mastery of the topic, clarity of presentation, resolution of questions, substantiation of ideas and collaboration will be evaluated.*
Final report	*30*	• *The grade is a group based.* • *Practical application of theoretical content and problem solving will be evaluated.*

Then write the considerations for the evaluations (optional), the name of the evaluations, the weighting percentage (%) and comments (optional):

Considerations for evaluations (optional)

Name of evaluation	%	Comments
Quiz	**30**	**The grade is individual and tests the student understanding of the core concepts discussed in the course and presentations**
Presentation – Verbal discussion	**35**	**The grade is group-based, though adjustments can be made depending on the performance of the student. The student clarity of the discussion of the concepts and engagement with the class will be assessed.**
Presentation – Slides Content and Research	**35**	**The grade is group-based. The application of concepts, critical thinking and research conducted will be evaluated.**

VII. References

This section should indicate the sources and resources of information, indicating the required and recommended readings. It is necessary to consider that this material must be available to the students and must contemplate safe and reliable links that are unlikely to change domain, for example, DOI, handle, reliable websites, etc. Likewise, avoid considering class handouts, teacher's notes, evaluations, among other teacher's own work materials that are not referenced.

Reference example:

Mandatory: list the references that you consider mandatory for the course.

Chopra, S. y Meindl, P. (2020). *Administración de la cadena de suministro: estrategia, planeación y operación* (6.ª ed.). Pearson Educación.

Recommended: list the references that you consider suggested for the course.

García, J., Rivera, L., Gonzalez-Ramirez, R., Leal, G. y Chong, M. (2018). *Best practices in manufacturing processes: experiences from Latin America.* Springer.

Then, write in the corresponding box the bibliographic references to be used in the course.

Mandatory: list the references that you consider mandatory for the course.

All relevant material will be provided by the instructor in the format of PPTs and additional notes.

Recommended: list the references that you consider suggested for the course

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