Instructor:  Dr. Nancy Rhodes
Office:  Derby 3045A
Email:  rhodes.296@osu.edu
Office Hours:  Wednesday 11:30 am – 1:30 pm and by appointment

Credit Hours:  3

Course Description:

This course provides an overview of theory and research related to the role of mass media as they affect the public's health behavior. We begin with an examination of theories of health behavior change and media effects, and examine applications of these theories to health campaigns. We examine examples of mediated health campaigns and the research evaluating their effectiveness. Throughout the course we examine the interplay among theory, research, and practice and discuss how theory informs practice and how research aids in theory construction and refinement.

Readings:


Other readings will be made available through Carmen.

Course Objectives:

At the end of this course, students should:
1. Understand and be able to explain how the theories and methods of communication research can be used in the improvement of health behaviors.
2. Understand the mechanisms through which the media affect health behaviors.
3. Understand and apply theory and research findings in Health Communication to a practical health concern.

Course Requirements:

This course is conducted as a seminar. As such, a critical portion of the learning occurs through the active discussion of the readings in class meetings. Therefore, attendance and participation in class are vitally important, as is conducting the readings in a timely fashion.
1. To encourage you to stay current with the readings, we will have weekly reading quizzes that are administered online through Carmen. These are intended to be brief assessments of your understanding of the readings and will typically be true/false, multiple choice, or short answer in format. Quizzes are made available on Thursday and are due by 7AM Monday most weeks. These dates are listed in Carmen and in this syllabus. Missed quizzes cannot be made up. The two lowest quiz grades will be dropped.
2. To engage students in actively learning and applying course concepts, there will be a variety of in-class activities. These activities may take many forms from reflective writing to group discussions of the material. Because these activities draw directly from the material discussed in class, they cannot be made up in the case of absence. Ten percent of the points accumulated through quizzes and in-class activities will be dropped. That is, if a total of 55 points were available, only 50 points will count toward the grade.

3. Each student will make a presentation of a research article, typically with another student, during the semester. This presentation will cover an article chosen by the student (or student pair) from a list of supplementary readings for each topic. This presentation will be approximately 10-15 minutes in length. The presentation will provide a summary of the main points of the article, as well as a discussion of the relevance of the article to the other readings for the week. The student presenter will serve as the “resident expert” in the reading, and formulate discussion questions to lead the group through the important issues raised in the readings.

4. A group project including a review of research in a health concern and a proposal of a media intervention to address that health problem will be conducted. Groups will make an oral presentation of their research projects to the class about mid-way through the semester. This presentation should be accompanied by PowerPoint slides and should be 15-20 minutes long. Additional information will be provided. Attendance will be taken during presentation days.

5. A research paper will be completed by each group. This will be a written report of the project described in the presentation above. Additional information about the final paper will be provided.

6. One take-home exam will be completed. This will cover readings and material presented during class. The exam format will be essay and short answer. Questions will be distributed one week before the due date.

Breakdown of grades:

1. Reading quizzes (Lowest 2 out of 12 dropped:10@10 points each) 100 pts
2. Attendance and In-class activities (10% of points dropped) 50 pts
3. Article presentation 50 pts
4. Presentation of group project 100 pts
5. Group paper 100 pts
6. Take-home Exam 100 pts

Total 500 pts

Grade assignment:

Grades will be assigned using the following point system.

>485 = A+  >465 = A  >450 = A-
>435 = B+  >415 = B  >400 = B-
>385 = C+  >365 = C  >350 = C-
>335 = D+  >315 = D  >300 = D-
<300 = F
POLICIES AND PROCEDURES

I expect you to act as responsible students. I understand that you have other demands on your time and that this course will not always be your top priority. However, the amount of time you spend on this course will have a direct impact on your grade for this course.

If there are unusual circumstances that are affecting your performance in this class, you should inform me of them as soon as possible. I can adjust time schedules, but I will not adjust my grading policies. If you are experiencing personal difficulties that are affecting your performance in your classes you may find it helpful to contact the Student Advocacy Center, 1120 Lincoln Tower, 614-292-1111, http://advocacy.osu.edu/

ATTENDANCE: Attendance is important for you to learn the course material. However, I recognize that people may need to miss a class or two for various reasons. If you miss class, you may miss opportunities to complete in-class assignments. These cannot be made up.

MISSED OR LATE EXAMS AND ASSIGNMENTS: As a general rule, if you do not take a quiz or hand in an assignment on the scheduled day and time, you will receive a zero for the grade on that exam or assignment. The exam and assignment due dates are noted on the last page of the syllabus. All assignments are to be submitted via Carmen. Emailed assignments will not be graded. In the rare case when a make-up quiz or late assignment is approved by the instructor, you will still have 10% deducted from your grade for each day it is late (including weekends). Exams and assignments turned in more than one week late will receive a zero for a grade.

USE OF EMAIL AND CARMEN: You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen course site. Therefore, it is important for you to check your OSU email account regularly and be sure to purge your account of unneeded email so that new messages can get through. Similarly, check the Carmen website regularly for any updates or announcements. If you email me, please put the course number (Comm 4737) in the subject line. I will check e-mail at least twice a day on weekdays, so you should get a response within 24 hours most days. I reserve the right NOT to check email on weekends.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Your final grade may be reduced by 1% each time you engage in these sorts of behaviors.

A NOTE ON THE USE OF TECHNOLOGY IN CLASS: This course is a seminar and includes elements of lecture and discussion formats, which require the active attention and participation of all attendees. The use of technology – laptops, tablets, smart phones, etc – during class takes students’ attention away from the course material. Furthermore, research indicates that learning is hampered by the use of technology in class, not just for the student using it, but for other students in the class as well. By attending class, you agree to be fully
present, and to **turn off and put away all cell phones, computers, tablets and electronic devices while discussion or lecture is in progress.**

**ACADEMIC MISCONDUCT:** Cheating and plagiarism in any form will not be tolerated. The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers and take-home exam to Turnitin through Carmen. When grading your work, I will interpret the originality report, following *Section A of OSU's Code of Student Conduct* as appropriate. For more information about Turnitin, please see *Dropbox: the Turnitin Suite (for Students)*. Note that submitted final papers become part of the OSU database.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact the instructor or visit the COAM web page at http://oaa.osu.edu/coam/home.html.

**GRADING:** Please wait 24 hours after a graded assignment is given back to you before discussing your grade with me. You have a one week period after the graded assignment is returned to challenge grades. All grade challenges should be written.

**REASONABLE ACCOMMODATION POLICY:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; Phone 292-3307; TDD 292-0901; http://www.ods.ohio-state.edu/.
### Tentative Course Schedule

NOTE: Required Readings are listed on Carmen by topic

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Info</th>
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<tbody>
<tr>
<td>Jan 11 &amp; 13</td>
<td>Introduction to Health Promotion and Media Effects Research</td>
<td>Posted readings</td>
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<tr>
<td>Jan 18 (Mon.)</td>
<td>No class: MLK day</td>
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<tr>
<td>Jan 20 (Weds.)</td>
<td>Supersize Me video and discussion</td>
<td>Posted readings</td>
<td>Quiz 1 due 7am Weds this week</td>
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<td>Media effects and obesity</td>
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<tr>
<td>Jan 25 &amp; 27</td>
<td>Attitude-Behavior Models</td>
<td>Cho Chapter 2</td>
<td>Group formation and topic development, Feb 3</td>
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<td>And posted readings</td>
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<tr>
<td>Feb 1 &amp; 3</td>
<td>Theories of Persuasion: ELM</td>
<td>Posted readings</td>
<td>Group workshop Feb 10, second half of class meeting</td>
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<tr>
<td>Feb 8 &amp; 10</td>
<td>EPPM</td>
<td>Cho Chapter 3</td>
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<tr>
<td>Feb 15 &amp; 17</td>
<td>Entertainment-Education</td>
<td>Cho Chapter 6</td>
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<td>Narrative persuasion</td>
<td>And posted readings</td>
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<tr>
<td>Feb 22 &amp; 24</td>
<td>Identity and Message Design</td>
<td>Cho Chapter 8</td>
<td>Group meetings with Professor Feb 24 -- No class meeting</td>
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<tr>
<td>Feb 29 &amp; Mar 2</td>
<td>Religiosity and Spirituality</td>
<td>Cho Chapter 9</td>
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<td>And posted readings</td>
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<tr>
<td>Mar 7 &amp; 9</td>
<td>Health Literacy</td>
<td>Cho Chapter 10</td>
<td>Presentation workshop Mar 9</td>
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<td>And posted readings</td>
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<tr>
<td>Mar 14-18</td>
<td>SPRING BREAK – No Class meeting</td>
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<tr>
<td>Mar 21 &amp; 23</td>
<td>Stages of Change</td>
<td>Cho Chapter 12</td>
<td>Group presentations MAR 23</td>
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<tr>
<td>Mar 28 &amp; 30</td>
<td>Message Sensation Value</td>
<td>Cho Chapter 13</td>
<td>Group presentations MAR 30</td>
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<td>And posted readings</td>
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<tr>
<td>Apr 4 &amp; 6</td>
<td>Limited Capacity Models</td>
<td>Posted readings</td>
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<tr>
<td>Apr 11 &amp; 13</td>
<td>Health Issues in Popular Media and News Media</td>
<td>Posted readings</td>
<td>Paper workshop Apr 13, second half of class meeting</td>
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<tr>
<td>Apr 18 &amp; 20</td>
<td>Evaluation of Campaigns</td>
<td>Posted readings</td>
<td>Papers due Apr 20, 11:59pm Exam questions released</td>
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<td>Apr 25</td>
<td>Ethical Considerations</td>
<td>Posted readings</td>
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<tr>
<td>Apr 28</td>
<td>Scheduled final exam period</td>
<td>No in-class exam</td>
<td>Take-home due Apr 28 9:45AM</td>
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Media Effects Research and Health Promotion


Media effects and obesity


The Role of Theory in Campaign Design

*Cho, Chapter 1: O'Keefe on Prospect Theory


Atitude-Behavior Models

* Cho, Chapter 2: Yzer on the Integrative model  

Emotional Appeals

* Cho, Chapter 3: Basil & Witte on the EPPM  
* Cho, Chapter 4: Turner on emotional appeals  

Health Beliefs Model and Social Cognitive Model


Identity and Message Design

* Cho, Chapter 8: Hecht & Choi on the Communication Theory of Identity
Culture, Religiosity and Spirituality

*Cho Chapter 7: Davis & Resnikow on the Cultural Variance Framework
*Cho, Chapter 9: Holt on Religiosity and Spirituality in the Design of Health Messages

Health Literacy and Stages of Change Model

*Cho, Chapter 10: Jensen on Health Literacy and the design of health messages

Message Sensation Value and Limited Capacity Models

* Cho Chapter 13: Morgan on Designing Message for the Sensation Seeking Audience

Narrative Persuasion and Entertainment-Education

*Cho, Chapter 6: Larkey & Hill on Narratives

Evaluation and Ethical Considerations


**Disclaimer:** The information provided in this syllabus constitutes a list of basic class policies and the schedule as I currently envision it. I reserve the right to modify this information when deemed necessary for any reason. Any changes will be announced in class and posted to Carmen.