

SYLLABUS: COMM 3332 RISK COMMUNICATION
Spring 2021 #22464 Distance Learning

Class hours: Thursdays 9:10-11:00am Eastern Time
Classroom: Online via CarmenZoom

Professor

Hyunyi Cho, PhD

Email: cho.919@osu.edu

Office hours: Online CarmenZoom Mondays 11:00am-12:00pm Eastern Time and by appointment

Mode of Delivery: How This Course Works

This course will be presented fully online. **This is a synchronous online class meeting Thursdays 9:10-11:00am via CarmenZoom.** Therefore, **this course requires stable internet connection. This course is comprised of both outside- and in-class activities:** Students will engage in independent learning activities in addition to participating in the synchronous online class. **By blending these two components, this course is designed to foster active learning experience.** Prior to class meetings, students should read assigned materials to complete a preview quiz. During class, students will be provided with in-depth explication of concepts and theories via lecture and will be provided with opportunities to actively participate in discussions about them. **Students should use the audio and video functions of CarmenZoom during class interaction and discussion.**

Course Description

This course will be delivered 100% online. This course is designed to provide students with theory-based knowledge about risk perceptions and theory-based principles of designing effective risk communication messages. Students will learn theories of risk perception and risk communication, how to apply the theory and principles into the design of communication and action for preventing and controlling risk, and how to evaluate and improve the efficacy of risk communication.

Course Learning Goals and Outcomes

The goal of this course is to provide students with a comprehensive knowledge about theories and principles of effective strategic risk communication. By actively participating and completing course requirements, students should be able to do the following by the end of the semester:

1. Analyze cognitive, affective, and social aspects of risk perception;
2. Ascertain the theory and principles of effective risk communication;
3. Apply risk communication theory and practice to developing and evaluating risk communication messages and programs.

Course Materials

Required: Journal articles (On Carmen: Files → Reading Materials)

Grading

Course requirements

Component	Point	Unit
Preview quizzes	60	Individual
10 pts x 6 (out of 8 quizzes)		
In-class exercises	30	Individual
5 pts x 6 (out of 8 exercises)		
Exam 1	95	Individual
Exam 2	120	Individual
Risk message project		
Teamwork report	10	Group
(5 pts x 2 reports)		
Video presentation	30	Group
Peer evaluation	10	Individual
Full report	40	Group
Evaluation of other team presentations	10	Individual
Reflection paper	10	Individual
In-class participation	25	Individual
<i>Total</i>	<i>440</i>	

Assignments

Preview quizzes

The goal of the quizzes is to help students engage with reading materials prior to class meeting and be prepared for in-class discussion. The Quizzes function of Carmen will be used. Unless indicated otherwise, the quizzes will be activated on Carmen by midnight Thursday and will close at 5pm Wednesday the day before the next class in which the topic will be discussed. There will be a total of eight online quizzes and two lowest scores will be dropped in the computation of the scores for the final grade.

In-class exercises

In-class exercises are designed to stimulate students' cognitive involvement during class and to encourage attendance and engagement. The instructor will ask questions to students regarding specific concepts and/or theory. Students will enter their response to Carmen. The response portal will be open during a very short and specific time window during class. Missed in-class exercises cannot be made up for the following three reasons. One, the work is to be done in response to instructor question during class. Two, immediately after the Carmen portal closes, class will share and discuss the responses. Three, out of the total of eight in-class exercises, two lowest scores, including any zeros from missed exercise, will be dropped in the computation of the scores for the final grade.

Exams

Two exams are scheduled for the semester. Exam 1 will cover all content covered prior to the exam. Exam 2 will be comprehensive, covering all topics of the course. Each exam will be proctored using Proctorio (see Course Technology below) and in a close-book format. Exams can cover any course materials including lectures, assigned reading materials, class discussion, and information from classroom review of assignments including preview quizzes and in-class exercises. Each exam can be any combination of true/false, multiple choice, multiple answers, and open-ended questions asking for short- and long-answers. The Remotely Proctored Quizzes function of Carmen will be used. The instructor will provide a study guide and a review session prior to each exam.

Risk message project

Overview

The goal of this project is to provide students with experience in theory-based design and evaluation of risk communication messages. Students will select a risk communication issue with the instructor's approval. For the risk issue, students will first conduct secondary research for comprehensive understanding of the issue. Next, students will collect and evaluate existing risk communication messages using a set of theory-based criteria. On the basis of the evaluation, students will design their own risk communication messages, guided by theory. Central to the success in this project is sound application of theory to the design and evaluation of the risk messages. The instructor will provide a detailed guideline for the project on Carmen.

Teamwork report

Groups will submit a work report. The report will include task allocations among members, task scheduling, tasks planned, and tasks completed. A teamwork report form will be available later this semester on Carmen.

Video presentation

Each team presentation will be about a 10-minute-long prerecorded video to be uploaded to Carmen by the due date (April 15). Presentations should focus on the results of secondary research, the rationale for the direction of the advocacy, risk communication messages, and plans for dissemination and evaluation. Along with the video file, each group should submit the Powerpoint file of the presentation. Detailed guidelines for the time, content, and delivery of the presentation will be provided later this semester in a separate handout on Carmen.

Peer evaluation

Students will evaluate other team members' work on and contributions to the risk message project. A peer evaluation form to be completed by each student for other team members will be available later this semester on Carmen. Not submitting the peer evaluation form will result in a zero point for that portion of your grade.

Evaluation of other team presentations

In class on April 15, each student will review and evaluate other teams' presentations posed on Carmen. The instructor will provide evaluation form which is comprised of qualitative comments and quantitative ratings. The instructor will assess the specificity and informativeness of the comments and the consistency between quantitative and qualitative evaluation.

Written report

Each written report should focus on the data, facts, and other information gathered through the required secondary research, detailed rationale leading to the strategic decision for the direction and focus of the new risk communication messages, and specific rationale leading to the plans for dissemination and evaluation. Reports should be up to nine single spaced pages with one-inch margin. Along with cover and appendix, bibliography is outside the page limit and should use American Psychological Association Style. A detailed guide will be provided in a separate handout later this semester on Carmen.

Reflection paper

The goal of this assignment is to help students analyze what they have learned and how they learned it, and plan on how they will use the knowledge in future research and/or action. Each student will submit a 500-word reflection paper at the end of the semester. The specificity of the description of what and how one learned, the accuracy of the conceptual references, and the depth of self-reflection will be evaluated.

In-class participation

Students are expected to come to class after having read the assigned reading materials and being prepared for discussion. The instructor will evaluate the quality and quantity of participation. Quality is more important than quantity. Quality of participation is defined as the degree to which it demonstrates the student's understanding of the readings, is relevant to the theory and practice presented in the readings, stimulates other students' interest in and discussion of the topic of the day. Asking questions is an important form of class participation. Quantity is defined as the regularity and frequency of participation that facilitates learning and teaching.

Late assignments

Late assignments will be graded down 10% per each hour. A late penalty begins immediately after the instructor has collected the assignments. Note that for group assignments all members will be penalized for late work. **Note that the preview quiz and in-class exercise cannot be made up for the following reasons.**

- 1. For quiz, students are given an ample time window to complete these assignments on Carmen, specifically 137 hours (i.e., 5 days and 17 hours).**
- 2. For quiz, students will be given answer keys immediately after preview quiz submission window closes so that they can review incorrect answers and to study correct information prior to class.**
- 3. In-class exercises are designed be done in response to instructor question during class. Immediately after students answered the question, the instructor will discuss the question and responses in class.**
- 4. Therefore, for the active learning goals and timely progress of the course, and fairness in grading, a make-up of these assignments is not feasible.**
- 5. Moreover, as indicated above, lowest scores of these assignments, including zeroes from missed ones, will be dropped in the computation of the final grade.**

Makeup exam

See the class calendar for scheduled exam dates. A missed exam cannot be made up unless a written documentation of valid excuse is provided to the instructor.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Note that Carmen does not round fractions up. Please take that into account in computing grades. I do not round up grades.

Attendance, Participation, and Discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Attendance

Attendance is of paramount importance to completing this course with credit. Attendance will be taken every class. Missing more than two classes without a written documentation of a valid reason will result in lowering of your final grade for this course by a half letter grade (e.g., A→A-, B+→B). Students missing a class should submit a written documentation to the instructor via email. Verbal communication to the instructor is neither necessary nor accepted.

Student participation requirements

As a synchronous online course meeting regularly, your attendance and participation will be recorded by CarmenZoom. See In-class Participation for grading criteria. Students are expected to have their video on and using the audio and video functions to actively participate in class discussion. Audiovisual participation rather than chat is encouraged because chat can be overlooked when active audiovisual lecture and discussion is going on. Your completion of preview quiz will be recorded by Carmen. All group activities for the term project should be done on Carmen, using the Collaboration and Chat functions. You are encouraged to use the instructor's office hours via CarmenZoom.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. For technical problem you can call **614-688-HELP** at any time.

E-mail

I normally reply to e-mails within **24 hours on school days**.

Grading and feedback

Preview quiz scores will be available immediately after it is due, which is Wednesdays at 5:01pm. For term assignments, you can expect feedback in about ten days.

Office hours and appointments

Students are encouraged to use online office hours via CarmenZoom. Appointments outside the office hours are gladly made upon request.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class.

Tone and civility

Respect for everyone in classroom, including other students and the instructor, is essential. Rude remarks or behaviors negatively affect the classroom experience of not only the recipient but the rest of class and disrupt learning and teaching. Race- or gender-based prejudices against other students or the instructor have no place in this course and will not be tolerated.

Disruptive behavior

A unique aspect of online class like this is participants are in their private spaces and the private space is visible during this public forum. During class, students are asked to not engage in any kind of activities that are normally not observed in offline classrooms (e.g., using phone, surfing the web, showing private space attire such as underwear). Everyone is expected to contribute to learning experience in this course. For each occurrence of disruptive or distracting behavior, 5 points will be subtracted from your final total for this class, including three or more late arrivals and early departures without a written documentation of emergency.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)

- **CarmenZoom:**
 - Office hours will be held through Ohio State's conferencing platform, CarmenZoom. A separate guide to accessing CarmenZoom and our office hours is posted on the course Carmen page under Files.
 - [CarmenZoom](#) help guide

- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide

- **Video Editor**
 - For the term project, students will use a video editor such as iMovie on iOS or InShot on Android. There are many other free Android video editors available through Google Play Store on Android phone. Any questions can be directed to the instructor.

- **Proctorio:**

- Proctorio, an online proctoring tool, will be used during this course for the exams. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. **If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available.**
- For instructions for downloading Proctorio, see: <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-proctorio-students> (Links to an external site.)
- Proctorio offers free [24/7 student support](#) through web chat or email.

- **Turnitin:**

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from 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 [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

College and University Policies**Student Academic Services**

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator (interim), Mollie Peirano, at titleix@osu.edu

Please Take Care of Yourself: Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkil Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Academic Integrity Policy**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility Accommodations for Students with Disabilities Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

COVID-19 and Illness Policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Course Calendar

Note. **All times are Eastern.** This schedule and its components below are subject to revision at instructor's discretion. Students will be notified of such modifications on Carmen and are responsible for timely access to the information and any necessary adjustments in the work for this course.

Wk	Date	Topic	Online assignments	In-class activities	Readings	
1	1/14	<i>First class</i>	<ul style="list-style-type: none"> ▪ Completed student survey due on Carmen @11:59pm 1/15 	Introduction to the course; Overview of the study of risk communication	Cho, Reimer, & McComas	
2	1/21	Theoretical bases	<ul style="list-style-type: none"> ▪ Quiz #1 due @5pm 1/20 	Review of Quiz #1 Lecture & discussion In-class exercise #1	Maloney, 2011	
3	1/28	Risk perceptions	<ul style="list-style-type: none"> ▪ Quiz #2 due @5pm 1/27 	Review of Quiz #2 Lecture & discussion In-class exercise #2	Slovic, 1987; Sandman, 1988	
4	2/4	Affective & emotional aspects	<ul style="list-style-type: none"> ▪ Quiz #3 due @5pm 2/3 	Review of Quiz #3 Lecture & Discussion In-class exercise #3	Lerner et al., 2003; Sinaceur et al., 2005	
5	2/11	Social aspects	<ul style="list-style-type: none"> ▪ Quiz #4 due @5pm 2/10 	Review of Quiz #4 Lecture & Discussion In-class exercise #4	Cho, 2006; Finucane, 2000	
6	2/18	Review	<ul style="list-style-type: none"> ▪ Review of online study guide 	Q&A re exam 1	Exam 1 study guide	
7	2/25	Exam 1 in class 9:10-10:10 Group work on risk message project afterwards Teamwork report due @11:59pm 2/25				

8	3/4	Media effects on risk perceptions	<ul style="list-style-type: none"> Quiz #5 due @5pm 3/3 	Review of Quiz #5 Lecture & Discussion In-class exercise #5	Snyder & Rouse, 1995; So et al., 2011
9	3/11	Societal risk	<ul style="list-style-type: none"> Quiz #6 due @5pm 3/10 	Review of Quiz #6 Lecture & Discussion In-class exercise #6	Cho & Kuang, 2015
10	3/18	Risk and trust	<ul style="list-style-type: none"> Quiz #7 due @5pm 3/17 	Review of Quiz #7 Lecture & Discussion In-class exercise #7	Siegrist et al., 2000
11	3/25	Risk and stigma	<ul style="list-style-type: none"> Quiz #8 due @5pm 3/24 	Review of Quiz #8 Lecture & Discussion In-class exercise #8	Smith, 2007
12	4/1	Spring break: No class			
13	4/8	Group work on risk msg project	Group work report #2 due @11:59pm 4/8 Each team's video due @9pm 4/14		
14	4/15	Risk msg project presentations	Each team's video due @9pm 4/14 Each student's evaluation of other team presentations: Due @11:59pm 4/15		
15	4/22	<i>Last class</i>	<ul style="list-style-type: none"> Written report of risk message project due @11:59pm 4/22 Peer evaluation due @11:59pm 4/22 	Course wrap up; Review of online study guide; Q&A re exam 2	Exam 2 study guide
16		Reflection paper due @11:59pm 4/23 Exam 2 during finals week of the university			