

SYLLABUS: COMM 3332 RISK COMMUNICATION

Spring 2022 #16590

Class Hours: Thursdays 9:10am-11:00am

Classroom: Journalism Building Room 360

Professor

HyunYi Cho, PhD

Email: cho.919@osu.edu; Do NOT use Carmen Inbox.

Office Hours: Immediately after each class; By appointment; and Tuesdays 9:00-10:00am via Zoom [Link]

Course Description

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 concepts and theories about risk perception and risk communication, how to apply the theories 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.

Mode of Delivery

This is a hybrid course which is comprised of in-person and online activities. By blending in-person and online modalities, this course is designed to foster engaged learning experience (see the class calendar for details). Prior to a class meeting, students will read assigned materials and complete an online preview quiz. Students will also be provided with online exercises to apply theories and concepts to various risk communication situations. These assignments will be reviewed during the next class meeting.

Course Learning Goals and Outcomes

Goals

The goal of this course is to provide students with a comprehensive knowledge about theories and principles of effective strategic risk communication and to foster abilities in applying this knowledge to diverse risk communication contexts.

Outcomes

By actively participating in 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 theories and principles of effective risk communication;
3. Apply risk communication theories and principles to the development and evaluation of risk communication messages and programs.

Course Reading Materials

Required: Journal articles--available on Carmen under each weekly module

Grading

Course requirements

Component	Point
Syllabus quiz	5
Preview quizzes	
10 pts x 5 (out of 8 quizzes)	50
Application exercises	
5 pts x 5 (out of 8 exercises)	25
Exam 1	90
Exam 2	120
Risk message progress reports	
Topic choice	2.5
Progress report	10
Risk message full report	30
Reflection paper	10
In-class participation	20
<i>Total</i>	<i>362.5</i>

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 up fractions. I do not round up grades.

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 5pm Thursdays and will close at 5pm on the Wednesday of the next week, the day before the next class in which the topic will be discussed. There will be a total of eight online quizzes and three lowest scores, including any zeros from missed quizzes, will be dropped in the computation of the scores for the final grade.

Application exercises

Application exercises are designed to stimulate students' involvement in class topics and concepts. Using Carmen, the instructor will ask students to apply risk communication concepts to various real-life situations and enter a response. The assignment will be activated on Carmen by noon of each Thursday. Response is due by 5pm on the Wednesday of the next week. The instructor will review the application exercise and responses on the next day, Thursday, in class. Out of the total eight exercises, three lowest scores, including any zeros from missed exercises, will be dropped in the computation of the scores for the final grade.

Exams

Two online exams using Carmen and Proctorio 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 on Carmen and 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 assignments including preview quizzes and application exercises. Each exam can be any combination of true/false, multiple choice, multiple answers, and open-ended questions.

Risk message assignment

This assignment asks you to identify a risk communication topic, identify a "bad" risk communication message about the topic and analyze the messages, and develop a "good" risk communication message addressing the limitations of the "bad" risk communication message. The evaluation of the bad message and the design of the good message should be based on theory. In progress report, you will identify and analyze a "bad" message about the topic. Overall, your work will be evaluated in terms of the soundness of theoretical understanding and application in the evaluation of the messages and the quality of theory-based improvement of the messages. A detailed guideline will be provided 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 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 and authenticity 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 engagement with the topic of the day. Asking thoughtful questions is an important form of class participation. Quantity is defined as the regularity and frequency of participation that facilitates learning and teaching.

Makeup exam

See the class calendar for scheduled exam dates. A written documentation of valid reason should be submitted in advance for a makeup exam.

Late assignments

Late assignments will be graded down 20% per each calendar day unless a written documentation of valid reason is provided in advance. Note that a makeup is not applicable to the preview quiz and application exercise assignments because for each assignment three weeks of missed submissions will be removed in the computation of the final grade (see Preview quizzes, Application exercises). For each assignment, students are given ample time window to complete it: More than 6 days. 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. Similarly, for application exercises, the instructor will discuss the question and responses in class on the next day.

Attendance, Participation, and Discussions**Attendance**

Attendance is of central importance to completing this once-a-week course. The instructor will take attendance at every class meeting. Missing three or more classes without a written communication 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, C→C-, D→E). Students missing a class should email the instructor (cho.919@osu.edu). Do NOT use the Carmen Inbox function. Verbal communication is not needed or accepted.

University policy: Students who test positive should forward a statement of support for short-term academic flexibility to the instructor. If they test at a university testing facility, they will automatically receive this statement. Students who test positive at other testing facilities can work with Student Life Disability Services to acquire the statement of support.

Student participation

Students are expected to come to class after having completed the reading of the assigned materials. Your completion of preview quizzes and application exercises will be recorded by Carmen. All other assignments should be submitted on Carmen. Students are expected to engage in class discussion. The instructor will evaluate the quality and quantity of participation (see In-class Participation). During online meetings (see Class Calendar), students are expected to use the audio and video functions.

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. Grades for application exercises and progress reports will be available in about three days. For term assignments, grades will be available in five to ten business days.

Office hours and appointments: You are strongly encouraged to use the instructor's office hours questions about class topics, materials, assignments, and any other issues that may hinder your performance in this course.

Appointments are gladly made upon request.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. These apply to classroom behaviors and email communication.

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 will not be tolerated.

Disruptive behavior: 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 score for this class: phone use including phone ringing and texting, three or more late arrivals and early departures without a written documentation of reason, and other behaviors that disrupt teaching and learning.

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 email the instructor as soon as you are able. Alternate assignments or extensions may be arranged.

University policy: Students who test positive should forward a statement of support for short-term academic flexibility to the instructor. If they test at a university testing facility, they will automatically receive this statement. Students who test positive at other testing facilities can work with Student Life Disability Services to acquire the statement of support.

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.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated and boosted. It is safe, effective, and [free](#).

Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Omicron variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people. Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Other related resources

COVID-19 Accommodations. 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.

Food security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

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.

- **CarmenCanvas (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
- **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.odde.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 Younkin 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.

Course Calendar

This schedule and its components below are subject to revision because of the ongoing pandemic, at instructor's discretion, and under other extenuating circumstances. Students are responsible for timely access to the change information via Carmen and for making necessary adjustments.

Wk	Date	Mode	Topic	Assignments	In-Class Activities	Readings
1	1/13	In person	First class		Introduction to the course; Overview of the study of risk communication	
2	1/20	In person	Theoretical bases	Syllabus quiz due @5pm 1/19 Survey with photo due @5pm 1/19 Quiz1 due @5pm 1/19	Lecture & discussion Review of quiz & application	Cho & Witte, 2005
3	1/27	In person	Risk perceptions	Quiz2 due @5pm 1/26 Application1 due @5pm 1/26	Lecture & discussion Review of quiz & application	Slovic, 1987; Sandman, 1988
4	2/3	In person	Affective & emotional aspects	Quiz3 due @5pm 2/2 Application2 due @5pm 2/2	Lecture & discussion Review of quiz & application	Lerner et al., 2003; Sinaceur et al., 2005
5	2/10	In person	Social aspects	Quiz4 due @5pm 2/9 Application3 due @5pm 2/10	Lecture & discussion Review of quiz & application	Cho, 2006; Finucane, 2000
6	2/17	Online via Zoom	Review	Application4 due @5pm 2/16 Review of study guide Review of risk message assignment	Q&A re exam 1 Q&A re risk message assignment	Exam 1 study guide
7	2/24	Online via Carmen & Proctorio	Online Exam 1 Using Carmen Proctorio: 9:10-10:10am Risk message project topic choice due on Carmen @11:59pm			

Wk	Date	Mode	Topic	Assignments	In-Class Activities	Readings	
8	3/3	In person	Media effects on risk perceptions	Quiz5 due @5pm 3/2	Lecture & discussion Review of quiz & application	Snyder & Rouse, 1995; So et al., 2011	
9	3/10	In person	Societal risk	Quiz6 due @5pm 3/9 Application5 due @5pm 3/9	Lecture & discussion Review of quiz & application	Cho & Kuang, 2015	
10	3/17	Spring break: No class					
11	3/24	In person	Risk and trust	Quiz7 due @5pm 3/23 Application6 due @5pm 3/23	Lecture & discussion Review of quiz & application	Siegrist et al., 2000	
12	3/31	In person	Risk and stigma	Quiz8 due @5pm 3/30 Application7 due @5pm 3/30	Lecture & discussion Review of quiz & application	Smith, 2007	
13	4/7	Online via Zoom	Each student will work on the risk message project. Instructor will be present for Q&A about the project. Risk Message Assignment Progress Report 2 Due @11:59pm 4/7 on Carmen				
14	4/14	In person	Risk and culture		Lecture & discussion	Weber et al., 1998	
15	4/21	Online via Zoom	<i>Last class</i>	Review Application8 due @5pm 4/20	Q&A re exam 2 Course wrap up	Exam 2 study guide	
Friday 4/22: Reflection paper due @ 11:59pm Tuesday 4/26: Risk message project full report due @11:59pm							
	5/2	Online via Carmen & Proctorio	Online Exam 2: Monday 5/2 The exam will be open 8:00am-11:59pm. You will have a total of 105 minutes to complete the exam.				

Required Reading List

Articles are available on Carmen under each weekly modules

Week 2: Theoretical bases

Cho, H., & Witte, K. (2005). Managing fear in public health campaigns: A theory-based formative evaluation process. *Health Promotion Practice, 6*, 482-490.

Week 3: Risk perceptions

Slovic, P. (1987). Risk perceptions. *Science, 236*, 280-285.

Sandman, P.M. (1988). Risk communication: Facing outrage. *Management Communication Quarterly, 2*, 235-238.

Week 4: Affect and emotions

Lerner, J.S., Gonzalez, R.M., Small, D.A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Sciences, 14*, 144-150.

Sinaceur, M., Heath, C., & Cole, S. (2005). Emotional and deliberative reactions to a public crisis: Mad cow disease in France. *Psychological Science, 16*, 247-254.

Week 5: Social aspects

Cho, H. (2006). Influences of norm proximity and norm types on binge and non-binge drinkers. *Journal of Substance Use, 6*, 417-429.

Finucane, M.L., Slovic, P., Mertz, C.K., ... Satterfield, T.A. (2000). Gender, race, and perceived risk: The "white male" effect. *Health, Risk, & Society, 2*, 159-172.

Week 8: Media effects on risk perceptions

Snyder, L. B., & Rouse, R. A. (1995). The media can have more than an impersonal impact: The case of AIDS risk perceptions and behavior. *Health Communication, 7*, 125–145.

So, J., Cho, H., & Lee, J. (2011). Examining contributions of genre-specific media toward perceptions of personal and social risk of smoking among South Korean college students. *Journal of Health Communication, 16*, 533-549.

Week 9: Societal risk

Cho, H., & Kuang, K. (2015). The societal risk reduction motivation model. In H. Cho, T.O. Reimer, & K.A. McComas (Eds.), *The SAGE handbook of risk communication* (pp. 117-131). Thousand Oaks, CA: Sage.

Week 11: Risk and trust

Siegrist, M., Cvetkovich, G., & Roth, C. (2000). Salient value similarity, social trust, and risk/benefit perception. *Risk Analysis, 20*, 353-362.

Week 12: Risk and stigma

Smith, R.A. (2007). Media depiction of health topics: Challenge and stigma formats. *Journal of Health Communication, 12*, 233-249.

Week 14: Risk and culture

Weber, E.U., Hsee, C.K., & Sokolowska, J. (1998). What folklore tells us about risk and risk taking: Cross-cultural comparisons of American, German, and Chinese proverbs. *Organizational Behavior and Human Decision Processes, 75*, 170-186.