

COMM 4737: Health Communication in Mass Mediated Contexts

COURSE DESCRIPTION

We encounter mass media messages about physical and mental health and well-being on a near daily basis, yet we may have given little thought to the development or effectiveness of these messages. This 3-hour hybrid course provides an overview of theory and research related to mass media effects and health behavior change, as well as the process through which health communication campaigns are developed, to help you become better developers and consumers of health messaging. Throughout this course we will examine how theory informs practice and how research can aid in the development of new theories and more effective campaigns and interventions. This course is designed to provide you with the skills and knowledge to implement health communication messages and campaigns across a wide variety of health domains and settings.

COMM 4737 GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

Course goals and learning outcomes are described below. See course assignments below for information on how each course ELO is assessed.

4737 Goal 1: By the end of this course, students will have an appreciation for the role of theory in explaining and influencing health behavior resulting from mass media exposure.

Successful students will be able to:

- ELO 1.1: Identify individual, social and cognitive predictors of health behaviors as defined by theory.
- ELO 1.2: Recognize theoretical constructs embedded within health messages.
- ELO 1.3: Compare and contrast major theories and methods used in health message design.
- ELO 1.4: Critique the potential effectiveness of a physical or mental health message based on theory.

4737 Goal 2: By the end of this course, students will understand techniques for developing effective theory-based health communication messages.

Successful students will be able to:

- ELO 2.1: Illustrate the steps involved in the health message design process.
- ELO 2.2: Apply theory to the development of a physical or mental health message.
- ELO 2.3: Design a health message that is clearly written and effectively designed.
- ELO 2.4: Articulate the importance of considering culture when designing health messages.
- ELO 2.5: Identify strategies to assist the lay public in accessing credible health information.
- ELO 2.6: Articulate the reasons that persuasive health messages may fail.

GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

In addition to being a required course in the health communication certificate program, it is also listed as a thematic course (Health and Wellness) in the General Education (GE) Curriculum. Students successfully completing activities designed to assess course ELOs, students will also meet GE course ELOs. See course assignments below for information about how GE ELOs are assessed.

Instructor

Dr. Shelly Hovick
(she/her/hers)
Associate Professor
3149 Derby Hall
hovick.1@osu.edu

Class Meeting

3:00-4:50 PM Wed.
Denney Hall 253

Class Format

This is 3 credit hybrid course: 75% (2 hours) in-person and 25% (1 hour) online.

GE Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

GE ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

GE ELO 1.2: Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GE Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

GE ELO 2.1: Identify, describe and synthesize approaches or experiences as they apply to the theme.

GE ELO 2.2: Demonstrate a developing sense of self as a leader through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

GE Theme Goal: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

THEME ELO 1.1: Explore and analyze health and wellbeing from theoretical, socio-economic and scientific, historical, cultural, technological, policy or personal perspectives.

THEME ELO 1.2: Identify, reflect on, or apply strategies for promoting health and well-being.

HYBRID COURSE DELIVERY

This is a 3-hour hybrid course. It is designed to be roughly 75% in-person instruction (2 hours) and 25% asynchronous online instruction (1 hour). For the online component you will view additional lectures and/or other media (videos and podcasts) and complete reflection and message share assignments, which help you process readings and get prepared for class. All of the online activities are indicated in the “online learning component” of the course schedule and in the carmen module for each week. All independent readings/viewings and activities assigned in a given week should be completed by class time.

COURSE MATERIALS

An online module will be created for each course meeting in Carmen that will include needed (a) required readings and/or media viewings, (b) weekly reflection activities and (c) quizzes to complete for the hybrid component each week. These modules will be rolled out over the semester. Any activities that are posted in the module are due by class time, unless noted.

Textbook & Readings

Cho, H. (Ed.). (2012). Health Communication Message Design: Theory and Practice. Thousand Oaks, CA: Sage.

Additional assigned readings (textbook chapters, journal articles and popular press articles), films/videos and podcasts are noted on the syllabus course schedule and included in the class module on carmen.

OFFICE HOURS

Weekly office hours will be held on Zoom on Wednesday from 1-2 PM (also linked in Carmen):

<https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVk5RDVsUT09>

If that day/time doesn't work for you to attend office hours, please email me to set up an appointment. I will also stay after class to answer questions and chat about any concerns you have.

COURSE ASSIGNMENTS

The following is a list of assignments for this course and the points that are allotted for each. Comprehensive assignment and grade information is always available on Carmen. I will use the standard OSU grade scheme and will round up final grades (e.g. 92.5% would round up to 93%). Should you have any questions or concerns about assignments or your grade, please stop by office hours or make an appointment to talk with me. It's important to be proactive if you are concerned about your grade.

Two Exams (100 points)

There will be a midterm (50 points) and non-cumulative final exam (50 points) in this course. You will be tested on information from all aspects of the course (course readings, lectures, and class discussions). I will provide a study guide and an in-class review to help you prepare. You will be allowed to use your notes, but you will be given a time limit in which to take the exam. The exams will include multiple choice and true/false questions that will ask you to recall information about course topics, concepts and theories, identify key concepts embedded in messages, compare and contrast theories and approaches. Both exams will be administered online.

This assignment is designed to assess COMM 4737 ELOs: 1.1-1.3, 2.1, 2.4-2.6.

- **GE ELO Assessment:** These two exams move beyond simple recall of information by asking you to compare and contrast theories, identify course concepts embedded in sample messages, and demonstrate your ability to apply theories and concepts to message design. Therefore, the two exams allow for an advanced, in-depth scholarly exploration on a topic (GE ELO 1.2).

Message Evaluation (50 points)

For this assignment, you will describe an existing health communication message (print-based, social media, mass media, online campaign, etc.) developed within the last 10 years and the theory that you think it mostly closely draws upon. You will describe all elements of the theory and how those theoretical elements are illustrated in the message. You will also be asked to provide a theory-based critique of the message (including recommendations for redevelopment) and to discuss the potential effectiveness of the message.

This assignment is designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2

Message Redesign (50 points)

Building on your message evaluation assignment, you will redesign your message for Instagram in order to address the problems you identified in the previous assignment and/or better utilize or incorporate theory and concepts from class. I will ask you to submit a redeveloped message, as well as a written description of your efforts and alignment with the theory that you have chosen.

This assignment is designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2, 2.3

- **GE ELO Assessment:** The Message Evaluation and Message Redesign assignments allow you to experience the process of developing health communication messages on a personally or professionally relevant topic, including an assessment of theory, research on the health topic and target audience, as well as critical analysis of existing campaigns. You will also redesign an existing message, reflecting on the choices you made. Therefore, these two assignments assess your ability to engage in critical and logical thinking (GE ELO 1.1), allow for an advanced, in-depth, scholarly exploration of the topic (GE 1.2), require you to identify, describe and synthesize approaches and experiences (GE ELO 2.1), and ask you

demonstrate leadership in health communication through reflection, self-assessment and creative work, building on prior experiences to respond to new contexts (GE ELO 2.2). Perhaps, most notably, the assignment requires you to identify, reflect on and apply strategies for promoting health and well-being (GE Thematic ELO 1.2).

Online Learning Assignments

Because this is a hybrid course, you will be asked to complete online learning activities most weeks (worth 2-10 points each) to help you process course material and prepare for assignments. These activities are posted in the class module and are due by the class time for which they are assigned.

- a. **Reading Quizzes (45 points)** – Several weeks you will have a short quiz (5-10 points) over the assigned readings for that week, which must be completed by class time. All quizzes are open book/note and not timed. No quiz scores will be dropped.

Quizzes are *designed to assess COMM 4737 ELOs: 1.1, 1.3, 2.1, 2.4-2.6*

- **GE Learning Outcomes:** Quizzes are designed to help guide your reading efforts and assess your recall of the information, although they will occasionally ask you engage in more higher-level thinking (e.g., finding theoretical contrasts embedded in a message or comparing new and past theories); thus quizzes may ask you engage in critical and logical thinking about the topic or idea of the theme (GE ELO 1.2). The quizzes also allow for an exploration of health and well-being from a variety of perspectives (GE Thematic ELO 1.2)
- b. **Message Share Assignments (60 points)** – To help you process the readings and course content you will be regularly asked to evaluate and/or find examples of health communication messages that illustrate course concepts and theories and evaluate those messages. Specifics about these assignments are on the course schedule and posted on Carmen, but they include such things as finding examples of messages that align with the theory or concepts in a given week and critiquing and reflecting on that message, finding and reflecting on a message that was ineffective and discussing ways to improve, critiquing approaches for countering misinformation, or reflecting on a personalized messages delivered through an online risk assessment tool. I will incorporate the messages and writings you submit via the message share assignments into our class discussions when discussing course concepts, so you may be called on to share the messages that you find.

Message Shares are designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2, 2.3, 2.4, 2.6

- **GE Learning Outcomes:** Message share assignments allow for in-depth analysis and critique of messages, self-assessment and reflection on message design. Message shares are designed to build your skills and confidence as a health message designer, as they ask you to engage in critical and logical thinking (GE ELO 1.1), conduct in-depth scholarly exploration of a course topic (GE ELO 1.2), describe and synthesize approaches and experiences (GE ELO 2.1), and engage in reflection and self-assessment to build skills and leadership in health communication (GE ELO 2.2). The assignments also require you explore health and well-being from a variety of perspectives (GE Theme ELO 1.1), as well as identify and reflect on for health promotion and well-being (GE Theme ELO 1.2).

Attendance (20 points)

I use a flexible attendance policy in this course. You may miss up to TWO classes (for any reason) without a loss of attendance points. You will also not lose attendance points for missing a class due to illness (including symptoms or exposure to COVID-19), personal or family emergency, or a university-excused absence. I just ask that you let me know you will be absent before class or within 72 hours of missing the class. After those two classes, you will lose **THREE** points for every unexcused class where attendance is taken (noted with an “a” on the course schedule). Missing class for work or a family vacation would not be an excused absence.

I will take attendance using Top Hat. You are responsible for signing into Top Hat. If you forget to check-in, arrive after the Top Hat Code has been taken down, or leave within the first 30 minutes of class, you may not receive attendance points for that day. If you forget, just let me know and I can mark your attendance in the system. However, Top Hat attendance corrections must be requested within ONE week of the date it occurred.

Top Hat Course: [Comm 4737 Hovick \(SPR23\)](#)

Top Hat Join Code:899093

COURSE POLICIES**Late Work Policy**

All assignments are due by the date posted on Carmen. That being said, I will grade late assignments for full credit if you email me before or after the due date that your work will be late. Please note that if you do not notify me or do not complete assignments within one week of their due date, you may receive a zero on the assignment. Any late work due prior to the midterm must be turned in by the midterm. Similarly, any late work after the midterm must be completed by the last day of class. After that, any outstanding assignments will convert to a score of 0.

Grade Disputes

I am happy to revisit grades (including quiz and exam questions) and discuss my evaluation of your work with you – just be ready to discuss where and why you believe you should have received additional points on an assignment and the number of points you feel that you should have received. I especially welcome and appreciate your feedback on quiz and exam questions.

Plagiarism

All work in this course is to be individually developed. Plagiarism includes using another person’s writing without giving them credit, using large verbatim sections of the work of another person or online source (even a public source) or submitting something you have written for another class. If you are unsure, please give credit to your source or talk to me about it. Students who plagiarize will be penalized and reported to university officials. You will also receive a grade of zero for the assignment where plagiarism occurred.

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.

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://studentaffairs.osu.edu/info_for_students).

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, Melissa Mayhan, at titleix@osu.edu.

Instructor Illness or Absence

If the *instructor* is ill, in-person sessions will be moved online to Zoom and/or recorded and posted online. You will be notified via email of this change, and it will be posted on Carmen in the announcements.

COVID-19 Emergency Financial Assistance

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 childcare. Please visit the website for more information. <https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>.

Food Security

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. <https://www.buckeyefoodalliance.org>, 614-688-2508.

Statement on 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.

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 or someone you know are 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, and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org. 614-292-5766.

Disability 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.

COURSE SCHEDULE, READINGS AND ASSIGNMENT DUE DATES

Please note that all readings, viewings and podcasts, online lectures, detailed assignments and reflection exercises are posted in the weekly module in Carmen. Assignments are due by class time each week, unless noted below.

Week	Date	Topics and Major Theories Discussed	One-Hour Online Learning Component ^b	Readings & Assignments
1	1/11 ^a	Introductions, Course Policies & Schedule Introduction to Health Communication in Mass Mediated Contexts	View Video: "Benefits of Health Communication and Marketing" (Centers for Disease Control and Prevention) Complete Message Share 1 (find a memorable health message reflect on what made it effective or ineffective)	Readings: Intro Chapter (Cho) Assignment Due: Message Share 1 (Due 1/13)
2	1/18 ^a	Developing & Evaluating Health Media Messages using the PRECEDE/ PROCEED Model (Green and Krueter, 2005).	Listen to Podcast: "Elephant in the Zoom" (Act 2) on This American Life. Complete Message Share 2 (Reflection on "Elephant in the Zoom" Podcast)	Readings: Chapter 2 (Parvanta) Crosby, R., & Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public Health Dentistry</i> , 71, S7-S15. Assignment Due: Reading Quiz 1, Message Share 2
3	1/25 ^a	Revisiting PRECEDE/PROCEED: The Case of the Heart Truth Campaign Examining Stages of Change/Transtheoretical Model (Prochaska & DiClemente, 1983)	View Video: Women and Heart Disease Prevention: The Red Dress (National Institutes of Health) Review Heart Truth/Red Dress Materials Online (links posted on carmen) and complete Heart Truth Reflection Exercise View Video: Transtheoretical Model of Behavior Change (University of Birmingham) Complete Message Share 3 (use Transtheoretical Model to identify target audience for a	Readings: Chapter 12 (Cho) Zwas, D. R. (2018). Redressing the Red Dress: Rethinking the campaign. <i>Circulation</i> , 137(8), 763-765. Long, T., Taubenheim, A. M., Wayman, J., Temple, S., & Ruoff, B. A. (2008). The Heart Truth: Using the power of branding and social marketing to increase awareness of heart disease in women. <i>Social Marketing Quarterly</i> , 14(3), 3-29. Assignments Due: Reading Quiz 2, Message Share 3

			health news story)	
4	2/1 ^a	Classic Theories of Behavior Change: The Health Belief Model (Champion and Skinner, 2007) & Integrative Model of Behavioral Prediction (Fishbein, 2009).	View Lecture: Theory as a Framework for Developing Health Messages Complete Message Share 4 (find, evaluate and reflect on an HBM or IMBP message)	Readings: Chapter 2 (Cho) Carico, Sheppard & Thomas, C. B. (2021). Community pharmacists and communication in the time of COVID-19: Applying the health belief model. <i>Research in Social and Administrative Pharmacy</i> , 17(1), 1984-1987. Assignments Due: Reading Quiz 3, Message Share 4
5	2/8 ^a	Targeting Emotions & Using Fear Appeals in Health Messaging An Examination of the Extended Parallel Process Model (Witte, 1992)	View: Sticky Frames/Why Negatives Lodge in the Mind and What to Do About It (Lecture by Dr. Allison Ledgerwood) Complete Message Share 5 (find, evaluate and reflect on a fear appeal message)	Readings: Chapter 3 (Cho) and Chapter 4 (Cho) Chou, W. Y. S., & Budenz, A. (2020). Considering emotion in COVID-19 vaccine communication: addressing vaccine hesitancy and fostering vaccine confidence. <i>Health Communication</i> , 35(14), 1718-1722. Assignments Due: Reading Quiz 4, Message Share 5
6	2/15 ^a	Strategies for Evaluating Health Messages Four Day Throw-Away Case Study Message Evaluation Workshop	View: Four Day Throw Away Message Compilation (and links to materials on Carmen). View Online Lecture: Finding Messages to Evaluate. Complete Message Share 6 (find and describe your message evaluation message, including theoretical elements)	Readings: James, K. J., Albrecht, J. A., Litchfield, R. E., & Weishaar, C. A. (2013). A summative evaluation of a food safety social marketing campaign "4-day throw-away" using traditional and social media. <i>Journal of Food Science Education</i> , 12(3), 48-55. Assignments Due: Reading Quiz 5, Message Share 6
7.	2/22	Message Evaluation Individual Meetings & Midterm Exam Review	Complete the Midterm Exam	Assignments Due: Exam #1 (open 2/22-2/28), Message Evaluation (due 2/27)
8.	3/1 ^a	Writing Effective and Clear Health Messages for Print and Social Media	View Video: Effective Health Communication & Health Literacy (National Library of Medicine) Complete Message Share 7	Reading: Chapter 10 (Cho) CDC/ASTDR (2018). Guide to Clear Writing. Assignments Due: Reading Quiz 6,

			(using principles from the video and readings, find and discuss a clear and unclear message on the same topic)	Message Share 7
9,	3/8 ^a	Health Message Design Principles & Visual Communication Message Redesign Workshop #1	Independent work on message redesign to prepare for message redesign workshop in class. Complete Message Share 8 (message redesign draft linked to design principles/concepts)	Readings: CDC/ASTDR (2018). Health Communication Playbook. Fagerlin, Zikmund-Fisher, Ubel (2011) Helping Patients Decide: Ten Steps to Better Risk Communication. <i>Journal of the National Cancer Institute</i> , 103 (19), 1436-1443. Assignments Due: Message Share 8
10.	3/15	No Class – Spring Break		
11.	3/22 ^a	Health Message Targeting, Tailoring and Framing: Approaches to Message Design The Cultural Variance Framework for Tailoring (Davis & Resnicow, 2016)	View Lecture: Introduction to Message Personalization, Feedback and Content Matching Complete Message Share 9 (Complete and reflect on use of personalized health risk assessment tool)	Readings: Chapter 1 (Cho), Chapter 7 (Cho) Assignments Due: Quiz 7, Message Share 9
12.	3/29 ^a	Health Narratives & Entertainment-Education: The Persuasive Nature of Stories Discussion of the Entertainment Overcoming Resistance Model (Moyer-Guse, 2008) Model of Culture-Centric Narratives in Health Promotion (Larkey and Hecht, 2010) Case Study: The Tamale Lesson	View: Episode 1/Season 2 Trailer for New Amsterdam and Interview with Executive Produced about the episode on COVID-19 healthcare worker burnout. Complete New Amsterdam Reflection Exercise (Message Share 10) Optional Viewing: Tamale Lesson Intervention Video	Read: Hursting, L. M., & Comello, M. L. G. (2021). Creating Narrative Entertainment for Health Communication: Perspectives from Practice. <i>Journal of Creative Communications</i> . Online First. Baezconde-Garbanati, L. A., Chatterjee, J. S., Frank, L. B., Murphy, S. T., Moran, M. B., Werth, L. N., ... & O'Brien, D. (2014). Tamale Lesson: A case study of a narrative health communication intervention. <i>Journal of Communication in Healthcare</i> , 7(2), 82-92. Chapter 6 (Cho) Assignments Due: Reading Quiz 8, Message Share 10
13.	4/5 ^a	Health Information Acquisition – Helping the	Watch: Misinformation and	Readings: Macias, W., Lee, M., & Cunningham, N. (2018). Inside the

		Public Access Credible Health Information and Detect Misinformation. Planned Risk Information Seeking Model (Kahlor, 2010)	Media Literacy (PBS) Complete Message Share 11 (describe and critique two approaches for correcting misinformation online)	mind of the online health information searcher using wording? think-aloud protocol. <i>Health Communication</i> , 33(12), 1482-1493. Walter, N., Brooks, J. J., Saucier, C. J., & Suresh, S. (2021). Evaluating the impact of attempts to correct health misinformation on social media: A meta-analysis. <i>Health Communication</i> , 36(13), 1776-1784. Assignments Due: Message Share 11
14.	4/12 ^a	Health Message Failures & Theories of Psychological Reactance (Brehm, 1966; Brehm and Brehm, 1981). Boomerang Effects (Cho & Salomon, 2007)	Complete Message Share 12 (find, discuss, and reflect on a COVID-19 message failure)	Readings: Reynolds-Tylus, T. (2019). Psychological reactance and persuasive health communication: A review of the literature. <i>Frontiers in Communication</i> , 56. https://doi.org/10.3389/fcomm.2019.00056 Ball, H., & Wozniak, T. R. (2021). Why do some Americans resist COVID-19 prevention behavior? An analysis of issue importance, message fatigue, and reactance regarding COVID-19 messaging. <i>Health Communication</i> , 1-8. Optional Reading: How to Address COVID-19 Misinformation (Centers for Disease Control and Prevention) Assignments Due: Reading Quiz 9, Message Share 12
15.	4/19 ^a	Message Redesign Meetings & Final Exam Review	Complete the Final Exam	Assignments Due: Message Redesign (due 4/21), Exam #1 (open 4/22-4/27)

^a indicates a day that attendance will be taken

^b Because this is a hybrid course, one hour each week will be spent completing online learning activities at your own pace. Please allow time to complete these assignments each week.