

## **SYLLABUS: COMM 4738 HEALTH COMMUNICATION AND NEW MEDIA**

Autumn 2020, #33644

Class hours: Wednesdays 12:40-2:30pm

Classroom: Online via Carmen Zoom

### **Instructor**

**Instructor:** HyunYi Cho, PhD

**Email address:** cho.919@osu.edu

**Office hours:** Online via Carmen Zoom Mondays 11-11:30am, Wednesdays 12:10-12:40pm, and by appointment

### **Course Format: How This Course Works**

This course will be delivered 100% online. **This is a synchronous online class meeting Wednesdays 12:40-2:30pm via Carmen Zoom.** 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 and a preview response. 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 Carmen Zoom during class.**

### **Course Learning Goals**

This course is designed to provide students with understanding and perspectives on new media effects on health outcomes and new media-based intervention approaches that can prevent or mitigate unhealthy outcomes. In particular, this course emphasizes social media effects on risk behaviors and psychosocial well-being and examines the potentials of social media literacy and digital health advocacy. Students will analyze theoretical perspectives on the uses and effects of old and new media and obtain knowledge and small-scale practices on media literacy and health advocacy.

### **Course Learning Outcomes**

By completing course requirements and participating in course activities, students should be able to do the following by the end of the semester:

1. Understand differences between “old” and “new” media uses, processes, and effects
2. Understand theoretical perspectives on the effects of new media on public health
3. Understand theoretical bases of new media-based advocacies and interventions for improving public health
4. Apply theories and concepts to the development of digital media-based public health advocacy efforts.

## Course Materials

Required: Journal articles: Will be available on Carmen

## Grades

### Course requirements

| Component                              | Point      | Unit       |
|--|------------|------------|
| Preview quizzes                        | 60         | Individual |
| 10pts each x 6 (out of 8 quizzes)      |            |            |
| Preview responses                      | 42         | Individual |
| 7 pts x 6 (out of 8 responses)         |            |            |
| Exam 1                                 | 100        | Individual |
| Exam 2                                 | 125        | Individual |
| Term project                           |            |            |
| Teamwork evaluation                    | 10         | Individual |
| Video presentation                     | 40         | Group      |
| Written report                         | 40         | Group      |
| Evaluation of other team presentations | 10         | Individual |
| Reflection paper                       | 10         | Individual |
| Class participation                    | 25         | Individual |
| <i>Total</i>                           | <i>462</i> |            |

## Assignments

### Preview Assignments: Quizzes & Responses

These two preview assignments are a central component for success in this course.

#### 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. Each quiz will be consisted of approximately three to five questions. Questions will concern the concepts and conceptual frameworks presented in the articles and will be in true/false, multiple choice, and multiple answers formats. Unless indicated otherwise, the quizzes will be activated on Carmen by midnight Wednesday after class and will close at noon Tuesday the day before class in which the answers will be reviewed. There will be a total of eight quizzes and two lowest scores will be dropped in the computation of the scores for the final grade.

#### Preview responses

To help students critically reflect on each week's readings, the instructor will pose questions on Carmen. The Discussions function of Carmen will be used for instructor's questions and student responses. The questions will ask for a range of work, including, but not limited to, the following: examination of the assumptions of the readings and their applicability to real life situations, identification of aspects of media uses that were not considered in the studies, investigation of connections and disconnections between readings, and application of the week's concepts to problem solving. Responses should be based on correct conceptual understanding of the readings. Unless indicated otherwise, the questions will be activated on Carmen by midnight Wednesday after class and will close at noon Tuesday the day before class in which the topic will be discussed. Each response should be about 100 words in length. Out of the total eight discussion questions, two lowest scores will be dropped.

#### Exams

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

## **Term project**

### Overview

The goal of this project is to provide students with an opportunity to develop and evaluate a digital media-based public health advocacy program. Students will select a public health issue with the instructor's approval. For the public health issue, students will first conduct secondary research. On the basis of the research, students will identify the direction of the advocacy and focus of digital arguments and stories to be used in the advocacy. Each group will produce a public health advocacy video comprised of digital arguments and stories and will post it on Carmen. The written report component of the term project will focus on secondary research leading to the strategic direction of the advocacy and plans for dissemination and evaluation. The instructor will provide a detailed guide for the project in a separate handout on Carmen.

### Teamwork evaluation

Students will evaluate other team members' contributions to the term project. A detailed peer evaluation form to be completed by each student for other team members will be available later this semester on Carmen. All group activities for the term project should be done on Carmen, using the Collaboration and Chat functions. Your evaluation should accurately reflect the quality and quantity of peers' work. Not submitting the peer evaluation form will result in a zero point for that portion of your grade.

### Presentation

Each team presentation will be about a 15 minute-long prerecorded video to be uploaded to Carmen by the due date (November 25). Presentations should focus on the results of secondary research, the rationale for the direction of the advocacy, digital advocacy messages, and plans for dissemination and evaluation. Detailed guidelines for the time, content, and delivery of the presentation will be provided later this semester in a separate handout on Carmen.

### 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 digital advocacy, and specific rationale leading to the plans for dissemination and evaluation. Reports should be up to ten 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.

### Evaluation of other team presentations

In class on November 25, 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.

### **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 12 hours. 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 preview response cannot be made up for the following reasons.**

- 1. Students are given an ample time window to complete these assignments on Carmen, specifically 132 hours (i.e., 5 days and 12 hours).**
- 2. 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. The instructor will review preview responses will integrate them into the next day lecture and class activities. For this, the instructor will grade and provide feedback for the preview responses of all students beginning noon Tuesday till noon Wednesday, which is within 24 hours.**
- 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.**

## 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 manually round up grades.

## Attendance, Participation, and Discussions

### Student participation requirements

As a synchronous online course meeting regularly, your attendance and participation will be recorded by Carmen Zoom. 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 and preview response 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 Carmen Zoom.

### Discussion and communication guidelines

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. 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.

## Other Course Policies

### Attendance

Attendance is of paramount importance to completing this course with credit. Attendance will be taken every class. Missing three or more 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.

### Assignment submission

Late assignments will be graded down 10% per 12 hours. A late penalty begins immediately after the instructor has collected the assignments. For group assignments all members are penalized for late work even if it was one member's neglect of responsibility.

### 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.

## 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 Tuesdays at noon. Preview response scores will be available with 24 hours after it is due, which means that you will have the grade and feedback by Wednesday noon. For term assignments, you can expect feedback in about ten days.

### Office hours and appointments

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

## 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](https://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](#)
- **Carmen Zoom:**
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
  - [Carmen Zoom](#) 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](mailto: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](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, Kellie Brennan, at [titleix@osu.edu](mailto: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](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younklin 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](http://suicidepreventionlifeline.org)

### **COVID-19 and Illness Policies**

#### **University COVID policies**

TBA

#### **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.

### **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](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.

## COURSE CALENDAR

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                                | Assignments   | In-class activities  | Readings                             |  |
|----|------|--------------------------------------|---|--|--------------------------------------|--|
| 1  | 8/26 | <i>First class</i>                   | Completed student survey due on Carmen @2:30pm 8/26             | Introduction to the course   |                                      |  |
| 2  | 9/2  | Understanding new media effects      | Quiz #1 due @noon 9/1<br>Response #1 due @noon 9/1              | Review of Quiz #1;<br>Review of Response #1;<br>Lecture & discussion | Twenge, 2018<br>Meyrowitz, 2009      |  |
| 3  | 9/9  | Mechanisms of effects                | Quiz #2 due @noon 9/8<br>Response #2 due @noon 9/8              | Review of Quiz #2;<br>Review of Response #2;<br>Lecture & discussion | LaRose, 2015<br>Robinson, 2019       |  |
| 4  | 9/16 | Theoretical bases of interventions   | Quiz #3 due @noon 9/15<br>Response #3 due @noon 9/15            | Review of Quiz #3;<br>Review of Response #3;<br>Lecture & discussion | Grace-Farfaglia, 2019<br>Dogan, 2019 |  |
| 5  | 9/23 | Design & evaluation of interventions | Quiz #4 due @noon 9/22<br>Response #4 due @noon 9/22            | Review of Quiz #4;<br>Review of Response #4;<br>Lecture & discussion | Svetkey, 2015<br>Vaidyam, 2019       |  |
| 6  | 9/30 | Review                               | Review of topic coverage so far<br>Review of online study guide | Q&A re exam 1  | Exam 1 study guide                   |  |
| 7  | 10/7 | Exam 1                               |   |  |                                      |  |

|    |       |   |  |  |  |
|----|-------|---|--|--|--|
| 8  | 10/14 | Media literacy  | Quiz #5 due @noon 10/13<br>Response #5 due @noon 10/13   | Review of Quiz #5;<br>Review of Response #5;<br>Lecture & discussion | McLean, 2016<br>Cho, 2019              |
| 9  | 10/21 | Digital advocacy  | Quiz #6 due @noon 10/20<br>Response #6 due @noon 10/20   | Review of Quiz #6;<br>Review of Response #6;<br>Lecture & discussion | Woodruff, 1996<br>Smith-Frigerio, 2020 |
| 10 | 10/28 | Social movements  | Quiz #7 due @noon 10/27<br>Response #7 due @noon 10/27   | Review of Quiz #7;<br>Review of Response #7<br>Lecture & discussion  | Boudet, 2015<br>Kharroub, 2016         |
| 11 | 11/4  | Digital engagement  | Quiz #8 due @noon 11/3<br>Response #8 due @noon 11/3   | Review of Quiz #8;<br>Review of Response #8;<br>Lecture & discussion | Chen, 2015<br>Scholten, 2019           |
| 12 | 11/11 | Veteran's day: No class   |  |  |  |
| 13 | 11/18 | Group work on term project  |  |  |  |
| 14 | 11/25 | Term project video presentation files due on Carmen @8am 11/25<br>Term project video presentation viewing during class time<br>Evaluation of other groups' presentations due @11:59pm 11/25 |  |  |  |
| 15 | 12/2  | <i>Last class</i>   | Review of exam 2 study guide<br>Term project written report due @11:59pm 12/2<br>Peer evaluation due @11:59pm 12/2 | Course wrap up;<br>Q&A re exam 2                                     | Exam 2 study guide                     |
| 16 | TBD   | Exam 2 @ the date and time to be given by the university<br>Reflection paper due @noon 12/7   |  |  |  |