

SYLLABUS: COMM 7870 MEDIA, CAMPAIGNS, AND HEALTH

Spring 2021 #32806 Distance Learning
Class hours: Tuesdays and Thursdays 5:30-6:50pm Eastern Time
Classroom: Online via CarmenZoom

Professor

HyunYi Cho

Email: cho.919@osu.edu

Office hours: Online via CarmenZoom Tuesdays and Thursdays 6:50-7:20 EST and by appointment

Mode of Delivery: How This Course Works

This course will be presented fully online. The live distance learning components will take place Tuesdays and Thursdays 5:30-6:50pm online via CarmenZoom. Because this course is a synchronous online class meeting via CarmenZoom, it requires stable internet connection. Students should use the audio and video functions of CarmenZoom during class. As a graduate seminar, this course expects each student to be active participant in all class activities and utilize the reading assignments, classroom discussion, and term paper to develop, identify, and articulate individual agenda for research and action in media-based health communication.

Course Description

This course will be delivered 100% online. This course is designed to examine social scientific theories that are applicable to the design, implementation, and evaluation of media-based public health interventions. Theories of media effects, persuasion, and behavior change, and their applications to mediated communication-based solutions to public health problems will be discussed. In particular, this course emphasizes critical examination of extant theory, research, and practice and their assumptions and evidence. Taking into account the challenges and opportunities brought about by new media, this course seeks to identify avenues for improving existing health communication theory, research, and action.

Course Learning Goals and Outcomes

The goal of this course is to provide theoretical knowledge on media based health interventions and to foster abilities to apply and advance the theories. By actively participating in class discussion and completing course requirements including response papers, discussion leading, and term project proposal, framework, and paper, students should be able to do the following by the end of the semester.

1. Gain knowledge about the theoretical basis of health communication interventions;
2. Develop the ability to apply the theoretical knowledge to the design, implementation, and evaluation of health communication interventions; and
3. Identify and articulate opportunities for improving extant theories, research, and practices related to health communication and interventions.

Required Course Materials

Journal articles. Will be available on Carmen. No textbook is assigned for this course.

Grading

Couse components	Points
Topical responses	10pts each x 14 (out of 16) = 140 pts
Topic presentation & discussion leading	20 pts each x 2 = 40 pts
Term paper proposal	10 pts
Term paper framework	15 pts
Term paper presentation	20 pts
Term paper	85 pts
Critique of peer presentation	20 pts
Reflection paper	15 pts
In-class participation	30 pts
<i>Total</i>	<i>375 pts</i>

Assignments

Topical response assignment

The goal of this assignment is to help you develop critical insight on various aspects of theoretical bases of media-based health communication interventions. This assignment will ask you to examine, identify, critique, and improve the concepts and conceptual frameworks, their assumptions, and their applications in the readings for each topic. Each response should be about 300-500 words in length.

Unless noted otherwise, by Friday 8am the instructor will post the question for Tuesday response. By Monday 8am the instructor will post the question for Thursday response. These questions will be posted using the Discussions function of Carmen. Each response is due at 11am the day the class meets for the topic. This way, students including discussion leaders can preview others' response before class and prepare for discussion. Your response should be posted in two forms. One is a one-page Word document—use the Attach function under Discussions. The other is copy and paste of the Word document as Response to the question under Discussions.

Instructor will evaluate each response in terms of the accuracy of the understanding of the readings, soundness of conceptualization, innovative elements in conceptualization, and clarity in writing. Out of a total of 16 response papers, two lowest scores, including any missed ones, will be dropped from the computation of the final grade.

Topic presentation and discussion leading

Each student will present and lead the discussion for two topics during the course of the semester. Assignment of the topics will be made on the first day of class. For each topic students will present the conceptual frameworks and empirical findings and will lead class discussion of response papers. Each topic presentation should include summaries and syntheses of the readings. Each presentation should begin with the presenters' own conceptual overview of the topic and readings. For discussion leading, presenters should identify themes, subthemes, contrasts, and discrepancies in peer responses. For discussion, leaders should use about three discussion questions of their own to facilitate interaction. Powerpoint slides should be utilized. Leaders are encouraged to use in-class activities, relevant media examples, and ancillary information including additional journal articles to stimulate interaction. Students should submit their Powerpoint file, discussion questions, and other ancillary materials used during presentation to the instructor. When two people present the same topic, they will receive the same grade. In general, the following primary steps are recommended for topic presentation.

1. Start by stating the central thread of the assigned readings, and the ways each reading relates to the overarching theme.
2. Provide brief summary of each reading.
3. Provide your analysis, synthesis, and evaluation of the theory, research, or applications presented in the readings.
4. Lead the discussion of responses to the question for the topic.
5. Present themes, subthemes, contrasts, and differences in responses.
6. Present your own questions for class that add to, complement, extend, or differ from the topical question of the instructor to stimulate the discussion.

Term paper

Term paper proposal

Students are expected to write a theory focused paper in which they analyze and synthesize existing research to propose improvements, or to write a research proposal in which they identify an important gap in existing knowledge and propose detailed design and methods for testing new hypotheses. Central to your paper should be the concepts of the media/communication, intervention/change, and public health. Please note that you are not allowed to recycle the work that you did for other classes or academic requirements for the term project in this class. All students should submit a 500-word term paper proposal. Each proposal should address the following.

1. Statement of problem: What is the gap in knowledge you aim to address?
2. Description of specific health issue of choice and population of interest
3. Proposed approach to addressing the problem
4. Why is your approach useful, novel, or an improvement of existing approaches?
5. Theoretical basis of the approach
6. Outline of methodological aspects of the approach

Term paper framework

All students should submit up to three-page term paper framework. In this framework assignment, students will describe a more refined and solidified version of the components 1-6 listed for the proposal above. After presenting the updated and improved term paper components, students should describe a preliminary version of the conceptual framework to be used for the term paper and provide a bibliography of key references that will guide the term paper.

Term paper presentation

Each presentation, simulating a conference presentation, will be about 15 minutes, followed by class discussion. Presenters should use PowerPoint slides. Each presentation should include problem statement, outline of public health issue, detailed explication of the significance and innovation of the theoretical improvement proposed, and limitations of the proposal. The audience is expected to ask constructive questions and provide helpful input and feedback. A detailed guideline for presentation will be provided later this semester.

Term paper

Each term paper is expected to be conference presentable in quality. Innovativeness of the core idea, soundness of methods, and contribution to health communication theory and research will be evaluated. The final term paper is due on the last day of class. Each paper should have 4000-5000 words not including abstract, references, tables, figures, and appendices. Formatting requirements include the use of size 12 font, double-spacing, one-inch margin all around, and adherence to the Publication Manual of the American Psychological Association, 6th Edition.

Critique of peer presentation

On the days of final presentations, each student will complete a critique of other students' presentations. 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

In reflection paper, students should critically reflect on the readings of the semester to identify gaps in theory and research and describe potential new directions of health communication efforts for improving public health. Comparing and contrasting of earlier perspectives and conceptualizations with emergent approaches can be utilized to identify gaps and to propose new directions in theory, research, and action. You should clearly articulate gap(s) and proposed new direction(s). Each reflection paper should contain about 750 words. A detailed guideline will be provided later this semester.

In class participation

Coming to class is a necessary basis of class participation. Students should come to class after having read the assigned readings and other students' discussion questions and being prepared for discussion. The instructor will evaluate the quality and quantity of participation throughout the semester. Generally, 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, and helps class critically think about the readings and the topic of the day. If you don't say anything, it means no participation and will result in a zero point for the participation portion of your 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 round up grades.

Late Assignments

Late assignments will be graded down 10% per each hour without a written documentation of valid excuse is provided to the instructor in advance. A late penalty begins immediately after the instructor has collected the assignments.

Attendance, Participation, and Discussions

Attendance

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

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.

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation. As a synchronous online course meeting regularly, your attendance and participation will be via CarmenZoom meetings. 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 weekly response paper will be recorded by Carmen. 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

Grades for response papers will be available in about 3 business days. Grades for topical presentation and discussion leading will be provided in about 4 business days. For term assignments, you can expect feedback in about 10 business 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. Please keep in mind that communication encompasses a ranges of symbolic actions and behaviors.

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. In this class, you are asked to examine assumptions about people, rather than expressing the assumptions without critical reflection.

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
- **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

Other Course 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.

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 Schedule

Note. This schedule is subject to change per instructor's discretion and under extenuating circumstances.

Wk	Date	Tpc	Topic	Assignment
1	1/12		Introduction to the course	
	1/14		Overview of media-based health interventions	
2	1/19	1	Media health interventions: A macro perspective	Response due*
	1/21	2	Theories of campaigns: Development 1	Response due
3	1/26	3	Theories of campaigns: Development 2	Response due
	1/28	4	Theories of campaigns: Evaluation 1	Response due
4	2/2	5	Theories of campaigns: Evaluation 2	Response due
	2/4	6	Limits of media health interventions	Response due
5	2/9		Term paper proposal presentations	Proposal due @noon
	2/11		<i>Individual meetings with instructor</i>	
6	2/16		<i>Individual meetings with instructor</i>	
	2/18	7	Health disparities	Response due
7	2/23		<i>Spring break: No class</i>	
	2/25	8	Formative research & evaluation	Response due
8	3/2	9	Cultural health communication	Response due
	3/4	10	Tailoring	Response due
9	3/9		Tobacco control: Guest speaker	
	3/11		<i>Individual meetings with instructor</i>	Framework due @noon
10	3/16		<i>Individual meetings with instructor</i>	
	3/18	11	Social media	Response due
11	3/23	12	Exposure	Response due
	3/25		Implementation research: Guest speaker	
12	3/30	13	Participative interventions	Response due
	4/1		<i>Spring break: No class</i>	
13	4/6	14	Grassroots movements	Response due
	4/8	15	Process evaluation	Response due
14	4/13	16	Impact evaluation	Response due
	4/15		Term paper presentations	Slides due @noon
15	4/20		Term paper presentations	
	4/22		Past and future	Paper due @11:59pm Reflection due @11:59pm

*All responses due @11am