COM290 (UG16) (B): Introduction to Health Communication
Spring 2017

Dates of class: Every Wednesday starting 1/25/2017
Time of class: 6:00 p.m. – 9:35 P.m.
Location: Barstow Building - Rm 208
Instructor: Tracy Radmer
Office: Phone: 262-347-7891
Office Hours: Wednesdays 5:30 pm before class, Friday 10:00-10:30 by phone or by appointment
Email: tradmer@carrollu.edu

Course Objective/Description
Welcome to Health Communication! This is an interdisciplinary field that is attracting more attention by researchers and students worldwide. This semester we will explore the concepts and theories of communication and health. We will examine interpersonal communication about health within the contexts of clinician-patient, family, and social support. We will also examine mass communication and health, including health communication campaigns, public relations and advertising for health organizations, and how the news media, the entertainment media, and technology present and affect health information. We will explore these issues through class lectures, readings, and discussion sections.

Course Texts and Materials:
du Pre, A. (2014) Communicating about Health: Current Issues and Perspectives
Additional readings on Blackboard and on reserve as indicated

Assessment
Learning Objectives
This course is based upon the understanding of theory and empirical research in the area of health communication, and the ability to analyze situations and practically apply theoretical knowledge and practical skills. Upon successful completion of this course, a student should be able to:
1. Articulate a clear understanding of health communication theories
   a. List major tenets of theories
   b. List theory strengths and weaknesses
   c. Appropriately choose theoretical concepts for application analysis based on tenets and strengths and weaknesses
2. Apply theoretical knowledge to hypothetical and real examples in order to analyze situations
3. Understand empirically based research articles
   a. Comprehend primary source material
   b. List significant findings
   c. Critique methodology
4. Articulate major fields of thought in interpersonal health communication research
   a. Appropriately choose theories to serve as analytical lenses
   b. Use knowledge gained from empirical articles and textbook to assess the world around him or her and critique the current interpersonal climate
5. Understand the pervasiveness of culture in health communication
   a. Identify cultural influences and considerations in interpersonal, organizational, and mass mediated health communication practices
   b. Analyze cultural consideration decisions in real life practice
6. Increase awareness and critical ability of health-related media
   a. Identify health messages in society
   b. List components of a well-crafted message and/or campaign
   c. Critique health messages for audience appropriateness, message construction, and
effectiveness, given tenets of health communication campaign theory and research

Article Assignments 5%
Paper #1 10%
Paper #2 10%
Final Project/Paper 25%
Midterm Exam 20%
Final Exam 20%
Participation 10%
A=93-100%
AB=88-92.9%
B= 82-87.8%
BC=78-81.9%
C=70-77.9%
D=60-69.9%
F<60%

Assignments
Detailed assignment sheets for all papers and presentations will be posted on MyCourses.

Articles:
A sign-up sheet will be distributed in class with articles that will be presented throughout the semester. On your assigned days, you will present the major tenets of the literature review, how the study was conducted, what the major findings were and why the authors think it matters! Your opinion is also valued in this short presentation—did you think it was a good study? Why is this study important to the study of health communication? How could this study be applied to improve the health of the public? This assignment assesses learning objective 3a and 3b.

Paper #1: Interpersonal Health Essay
This is a 4-page reflection essay on one of the topics we discuss in the interpersonal section (clinician-patient, family, social support) as applied to the book One True Thing. This assignment assesses learning objective 1c, 2, 4a, and 4b.

Paper #2: Policy assignment: Assignment to be distributed in February. You will choose a film from a list and assess the health communication aspects. At least one aspect must also tie in current health policy. This assignment assesses learning objectives 2, 5a, and 5b.

Final Project: Campus Health Campaign
For this project, you will work with a group of no more than 3-4 people. Your group will choose a health issues pertinent to Carroll’s campus. You will then research this issue for content and previous campaigns (and any scholarly literature of course). Your group will plan and implement a health campaign on Carroll’s campus during the final weeks of the semester. In addition to a group paper concerning the background and available literature on the topic, you will write a short, personal reflection paper evaluating your campaign. This assignment assesses learning objectives 1-6.

Course Policies
Attendance
As a college student, you already know that your education is in your hands. Take responsibility for yourself and bring written documentation for any absences you believe should be excused. Just as you expect me to inform you of absences in advance, I expect you to let me know via email or in person when you anticipate missing class. In
addition, when you return from an absence, it is your responsibility to find out what you missed. I advise you contact a classmate if you miss class. However, should you miss class on a test or quiz day, please note the policy below. Missing more than one total week of classes may negatively affect your participation grade.

**Late or Missing Work/Missing Tests**
A general rule to follow is that tests cannot be made up and late assignments will never receive full credit. If you know you will be absent, especially when something is due, you must speak to me or email me in advance to make arrangements. Tests may only be made up in the cases of documented emergencies which will be the discretion of the instructor on a case by case basis. Late assignments will be docked 10% for every 24 hours they are late (that is every day, NOT every class period). We ALL have unforeseen circumstances in our lives so do not wait until the last minute to complete your assignments!

**Participation**
Because this class is discussion oriented, each student’s active participation is essential to a productive in-class experience. This requires both pre-class preparation and in-class contribution (in class-wide discussions, small groups, pairs, workshops, or other in-class activities). However, at the other extreme, dominating class time and not allowing other students to contribute, as well as disruptive chatter, and unwillingness to accomplish in-class workshops and activities will hurt your participation grade. Active participators are sensitive and reflexive as well as respectful of the audience of class members. Active participators are also present and active throughout the semester, not just at the beginning or the end of the semester when grades are distributed. Note on participation: To foster an effective learning environment, we must all agree to listen, be respectful, and open to one another’s viewpoints. Hostile, demeaning, or harassing behavior will not be tolerated. The general rule of thumb for this course concerning your participation grade is COME TO CLASS.

**Additional Items to Note:**
- Office hours are first come, first serve.
- I am happy to go over a paper with you; print off a hard copy for the review. Please attend my office hours or make an appointment to meet with me at another time.
- I expect, and grade for, good writing on all written work. This includes proper grammar, punctuation and good use of vocabulary in addition to well-constructed paragraphs to convey structured thoughts and arguments. If you suspect that your writing needs help, please utilize Carroll’s writing center. They appreciate it if you bring a copy of the assignment so they understand how to best assist you. All papers should be typed unless otherwise instructed. Typed papers should use APA format, 12 point Times New Roman font, double spaced and multiple page papers MUST be stapled.
- Turn off your cell phone and put it away. I do not enjoy electronic background music during class and email should be checked during breaks, not during class time.
- **Texting/reading texts in class is RUDE.** Put your phone away for the duration of the class. This includes any time we are watching films, listening to speakers, listening to each other, or any other time. Put it AWAY!
• Statement on Academic Integrity: The Carroll College Academic Integrity Policy is located in your study handbook (pages 21-26). I encourage you to familiarize yourself with it. If it is found that you have violated the policy in any way I reserve the right to impose a sanction of failure on the assignment/assessment and/or failure in the course. If you have questions, please ask.
• If you have a disability and need any assistance in classroom seating or test-taking, please visit my office hours or speak with me after class during the first week of the semester so we may make the appropriate arrangements for you. Also, you must speak with Marty Bledsoe, the college’s disabilities coordinator no later than the first week of class. She may be reached at 524-7335 or by email at mbledsoe@carrollu.edu.
• This syllabus is a living document. I, as the instructor, and the college reserve the right to modify, amend, or change the syllabus as the curriculum or course requires.