COMM 303: HEALTH COMMUNICATION
FALL 2015

COURSE DESCRIPTION
Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, this class will focus on the communicative implication of health beliefs, practices, and policies. This course is designed to introduce students to theory, research, and contemporary concerns in health communication. As a survey course, we will consider a wide range of topics with the emphasis being on introducing you to the breadth of issues in health communication. For instance, we will examine the role communication plays in interpersonal relationships, social and cultural issues, and mediated messages concerning health. In addition, the course will examine a variety of theories used in health communication and explore national health issues such as health disparities and health literacy.

COURSE OBJECTIVES
By the end of this course, you should be able to:
1. identify and summarize health communication research and apply that knowledge through written communication.
2. discuss the roles of interpersonal communication, mass communication, and new media in health communication and use that knowledge to design a hypothetical health communication workshop.
3. research how health communication campaigns are designed, implemented, and evaluated and use that information to analyze, develop, and deliver health messages.
4. use examples of real-world health communication situations to explain and assess health communicators’ responses.

COURSE READINGS
Please complete the readings before the assigned class session.
Required Text
ANGEL
Journal articles, book chapters, and book excerpts in folders found under the “lessons” category.

COURSE PREREQUISITE
COMM 101
COURSE POLICIES

1. **General**: I am committed to having a supportive, respectful, instructional climate, which means that both students and instructor are responsible for the accuracy, quality, and complete citations of all evidence.

2. **Attendance**: Success in the course depends on how prepared you are and how willing you are to share your ideas and take part in activities and assignments. Your presence, contribution, and investment in understanding the material are essential to your success; therefore, I take attendance at every class. Class begins promptly at 12:30 pm. Students who arrive late (after 12:33 pm) or leave early will be penalized. Being tardy two (2) times equals one absence. I understand that things happen, so you get TWO (2) no questions asked absences during the semester. For each absence exceeding this amount, you will be penalized 10 points off your final total.

   For an absence and/or tardy to be excused, we must discuss your reason for missing class and agree that it merits an excuse before you miss class. You must provide appropriate documentation within 48 hours of the missed class. Some examples of acceptable documentation include a physician’s note, traffic accident report, hospital bill, etc., all of which should be signed and dated. Please discuss absences due to university activities (e.g., sports, theater, concert band, choir, etc.) with me no later than 48 hours before the relevant class period. It is your responsibility to get the information you missed from a classmate.

3. **Participation**: This course uses the notion of the classroom as a “community of learners” as its foundation. Therefore, each student is expected to participate in both learning and contributing to discussions throughout the semester. This necessitates preparation and active engagement. You will be graded on how enthusiastically you approach learning opportunities, suggest new ideas, support and encourage your classmates, and apply information and activities to life-world situations. Participation points can only be earned if you attend class.

4. **Late work**: All work is due by a designated day and time and there is no opportunity to make up missed in-class activities. Deadlines apply even if you are not in class the day the assignment is due. All assignments are due in hard copy (single-sided) within the first five minutes of class (by 12:35 pm) and may not be accepted or receive a severe grade deduction if it is turned in after class is dismissed. Please note that failures of technology (e.g., “my computer crashed,” “the file won’t open,” “the printer was broken,” etc.) will not lead to an extension of the deadline.

5. **Written work**: Your research should come from journal articles or books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern, and/or non-bias websites. All work must be written in APA style, which includes having 1” margins, double spaced, page numbers, stapled, and typed in 12 point Times New Roman font. APA resources are posted on ANGEL. Also, refer to the American Psychological Association website (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.

6. **Technology**: Students enrolled in this course must have Internet access available to them, including email and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments and readings will be posted on the course ANGEL site. You are responsible for retrieving documents (syllabus, assignment guidelines, readings, etc.) from ANGEL. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology Services has equipment available for check-out (http://www.fredonia.edu/its/servicecenter/equip.asp). I may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be
used during in-class assignments, such as pop quizzes, to check social media, text message, or to take pictures of course content that is projected or written on the board. I will communicate with you through your Fredonia e-mail account.

7. Communicating with Instructor: Email is the best way to communicate with me, and I will check my email between 8 am and 5 pm. Unless I am traveling, it is the weekend, or we have a university sanctioned break, I should reply to you within 24 hours.

COURSE ASSIGNMENTS
At the end of each unit, you will submit an assignment that demonstrates your understanding of content. Consequently, each assignment coincides with content learned during the particular unit. The final essay requires that you use all the knowledge you gained in the course. Please note that complete descriptions of course assignments and rubrics are available in folders found under the “lessons” section of ANGEL.

1. **Communication Strategy Review (150 points):** In groups of 3-4, examine at least 7 advertisements for products or services from one cluster of media communication (a cluster may include, but it not limited to: news media, print advertisement, social media, radio/TV advertising, Internet ads). Then, prepare a 4-5 page paper that reviews a) common and unique approaches and strategies, b) hypotheses/assumptions being used, c) appropriateness for target audience(s), d) your reactions and assessment, and e) how these insights can be used or adapted for the range of health safety topics.

2. **Health Campaign Review (200 points):** You will locate and review an existing health campaign that is an example of either risk or crisis communication. Your 4-6 page essay should include a description of the campaign’s objectives, its target audience, message strategy, and dissemination approach. Using content from the text, you should also assess the effectiveness of the campaign, summarizing its strengths and weaknesses in the areas considered above (e.g., targeting, message design, channel selection, evaluation, application of theory). In conducting your review, you will make use of available campaign materials (e.g., advertisements, website, press releases, etc.), empirical research articles describing and/or evaluating the campaign.

3. **Informing the Public Promotional Materials (250 points):** In groups of 3-4, you will plan and design a hypothetical workshop that advises a designated audience on a health or safety issue. The audience must be comprised of an at-risk or marginalized population. The group should create a flyer that advertises the hypothetical workshop and then develop a brochure that will be distributed at the hypothetical workshop. Additionally, the group will submit a 3-5 page application essay that addresses topics discussed in Chapter 1, 5, 6, 8, 9, & 10 as they relate to the promotional materials.

4. **Health Campaign Proposal (300 points):** You spent the semester reviewing others’ campaigns and now you have a chance to develop your own health campaign. You campaign must address a relevant health concern for students, residents of Western New York, and/or the citizens of New York. You will complete a 6-8 page paper that uses theories, concepts, and strategies to design a health communication campaign for a topic of your choosing. Your proposal should include the following: detailed objectives/purpose for the campaign; target audience; a review of relevant literature on past campaigns that addressed the same or similar issues; the theoretical framework that will guide the development of your campaign; plans for message development, campaign implementation (including the media channel(s) you will use to deliver your campaign), and why you chose this channel; anticipated strengths and weaknesses.

5. **Participation (100 points):** In addition to pop quizzes and homework assignments, your oral contributions to class discussion and active participation during class activities will be evaluated based on frequency of participation in class, quality of comments, and listening skills.
**COURSE GRADING**

Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the instructor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

After a grade is returned, you have seven days to resolve questions about the grade with the instructor. If you wish to discuss a grade, you must set up an appointment with the instructor no later than four days after the assignment is returned. Prior to the meeting, it is asked that you go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on the eighth day after the time of grade distribution.

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<tr>
<th>Project</th>
<th>Points Earned</th>
<th>Total Points</th>
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<td>Comm Strategy Review</td>
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<tr>
<td>Health Campaign Review</td>
<td>200</td>
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<td>Informing the Public</td>
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<td>Health Campaign Proposal</td>
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<td>Participation</td>
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<td><strong>Total Points</strong></td>
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<th>Final Grade</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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<td>C+</td>
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<td>D-</td>
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COURSE ETHICS
Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

1. **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying the work of another, allowing one’s own work to be copied, reading without the professor’s consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. **Plagiarism.** Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures.

When an instructor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the instructor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website. Review the SUNY Fredonia Academic Integrity Policy by clicking on this [link](http://www.fredonia.edu/department/communication/standards.asp).

TUTORING SERVICES
The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes.

- Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

LEARNING ACCOMMODATIONS
Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter, which verifies that you have registered with the DSS office and which describes any accommodations approved for you. After you have met with the DSS coordinator, please contact me so that we can discuss any needed accommodations.

DEPARTMENT OF COMMUNICATION PHILOSOPHY
Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships. The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students’ community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at [http://www.fredonia.edu/department/communication/standards.asp](http://www.fredonia.edu/department/communication/standards.asp).
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<thead>
<tr>
<th>Week</th>
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<td><strong>INTRODUCTION TO HEALTH COMM</strong></td>
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<tr>
<td>1</td>
<td>8/25</td>
<td>• Overview of Communication and Health</td>
<td>Chapter 1</td>
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<td>8/27</td>
<td>• Health Information on the Internet</td>
<td>Chapter 7 (pp. 183-187)</td>
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<td></td>
<td></td>
<td>• Bickmore &amp; Paasche-Orlow, “The Role of Information”</td>
<td>Article accessed on ANGEL 8/28: Final Day to Drop Course</td>
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<td>2</td>
<td>9/1</td>
<td>• Guest Speaker: Dr. Lyndon C. S. Way</td>
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<td>Professor of media and communications at Izmir University of Economics in Turkey</td>
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<td>• Presentation Title: “Introduction to Critical Discourse Analysis followed by example from BBC”</td>
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<td>9/3</td>
<td>• New Technologies and Patient-Patient Communication</td>
<td>Chapter 7 (pp. 189-195)</td>
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<td>9/8</td>
<td>• New Technologies &amp; Health Campaigns</td>
<td>Chapter 7 (pp. 201-203)</td>
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<td>9/10</td>
<td>• Two Perspectives of Media Influence</td>
<td>Chapter 8 (pp. 208-214)</td>
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<td>• Gibson, “WARNING-The Existing Media”</td>
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<td>4</td>
<td>9/15</td>
<td>• Comm Strategy Review In-class Workday</td>
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<td>9/17</td>
<td>• Media Usage, Health Portrayals, &amp; Health Behaviors</td>
<td>Chapter 8 (pp. 214-221)</td>
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<td>5</td>
<td>9/22</td>
<td>• Media Usage, Health Portrays, &amp; Health Behaviors</td>
<td>Chapter 8 (pp. 221-227)</td>
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<td>9/24</td>
<td>• Risk and Crisis Communication</td>
<td>Chapter 9 (pp. 235-245)</td>
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<td>Unit I: Comm Strategy Review</td>
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<td>6</td>
<td>9/29</td>
<td>• At-Risk Communities in the United States</td>
<td>Chapter 9 (pp. 245-252)</td>
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<td>• Health Campaigns &amp; Community Health Initiatives</td>
<td>Chapter 10 (pp. 259-262)</td>
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<td>Theoretical Approaches to Health Campaigns</td>
<td>Chapter 10 (pp. 262-269)</td>
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<td>10/6</td>
<td>• Guest Speaker: Rebecca Morgan, Peace Corps Volunteer</td>
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<td>10/8</td>
<td><strong>No Class: Fall Break</strong></td>
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<td>8</td>
<td>10/13</td>
<td>• The Process of Conducting a Health Campaign</td>
<td>Chapter 10 (pp. 270-279)</td>
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<td>10/15</td>
<td>• Formative Campaign Evaluation</td>
<td>Chapter 10 (pp. 279-282)</td>
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<td>9</td>
<td>10/20</td>
<td>• Culture &amp; Diversity Issues in Healthcare</td>
<td>Chapter 5 (pp. 124-127)</td>
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<td></td>
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<td>Harrington, “Communication Strategies”</td>
<td>Article accessed on ANGEL</td>
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<td>10/22</td>
<td>• Culture Differences in Concepts of Health &amp; Medicine</td>
<td>Chapter 5 (pp. 127-130)</td>
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<td>Recognizing Cultural Diversity in Health Beliefs</td>
<td>Chapter 5 (pp. 131-138)</td>
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<td>Literacy issues/underserved populations</td>
<td>Chapter 7 (pp. 187-188)</td>
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<td>• Social Implications of Illness</td>
<td>Chapter 5 (pp. 139-142)</td>
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<td>• Changing Social Perceptions of Stigmatized Health Issues through Communication</td>
<td>Chapter 5 (pp. 143-146)</td>
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<td>• Activity: Making Health Information Clear cont’d</td>
<td>CDC “Simply Put” PDF</td>
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<td>10/29</td>
<td>• Community-Based Health Initiatives for At-Risk or Marginalized Populations</td>
<td>Chapter 9 (pp. 252-254)</td>
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<td>11</td>
<td>11/3</td>
<td>• Political Issues &amp; Health Communication</td>
<td>Chapter 12 (pp. 309-313)</td>
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<td>• Message Framing Theory &amp; Political Communication</td>
<td>Chapter 12 (pp. 313-314)</td>
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<td>11/5</td>
<td>• “Informing the Public” Group Project Workday</td>
<td>Meet in Sheldon Computer Lab (McEwen 103)</td>
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<td>11/6: Final Day to Withdraw from Course</td>
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<td>12</td>
<td>11/10</td>
<td>• Current Political Issues Surrounding Health &amp; Healthcare</td>
<td>Chapter 12 (pp. 314-317)</td>
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<td></td>
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<td>• Zoller, “Communicating Women’s Health Activism”</td>
<td>Article accessed on ANGEL</td>
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<td>• Reisch, “Muted Groups in Health Communication”</td>
<td>Article accessed on ANGEL</td>
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<td>11/12</td>
<td>• International Health Communication Issues</td>
<td>Chapter 12 (pp. 327-328)</td>
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<td>• Summary: Chapter 12</td>
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<td>Unit III: Informing the Public</td>
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<td>13</td>
<td>11/17</td>
<td>• Provider and Patient Views on Health &amp; Healthcare</td>
<td>Chapter 2 (pp. 17-23)</td>
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<td>11/19</td>
<td>☠️ No Class: Health Communication Campaign Work-Day</td>
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<td>Unit IV: Health Campaign Proposal Worksheet</td>
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<td>☠️ No Class: Thanksgiving Break</td>
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<td>11/26</td>
<td>☠️ No Class: Thanksgiving Break</td>
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<td>15</td>
<td>12/1</td>
<td>• Guest Speaker: Janice Soczka, Nurse Practitioner at Marshfield Clinic in Wisconsin</td>
<td>Chapter 2</td>
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<td>12/3</td>
<td>• Provider-Patient Relationships</td>
<td>Chapter 2 (pp. 23-37)</td>
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<td>• Demographic Effects on Bad News Delivery</td>
<td>Chapter 2 (pp. 41-46)</td>
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<td>16</td>
<td>12/8</td>
<td>• Health Communication Campaign Work-Day</td>
<td>Meet in Sheldon Computer Lab (McEwen 103)</td>
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<td>12/10</td>
<td>• Health Communication Campaign Peer Review Day</td>
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<td>Unit IV: 2 Copies of a Draft of Your Health Campaign Proposal</td>
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<td>Finals Week</td>
<td>12/17</td>
<td>Assignment due:</td>
<td>Unit IV: Health Communication Campaign</td>
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COMM303 UNIT I ASSIGNMENT GUIDELINES

COMMUNICATION STRATEGY REVIEW

DUE: September 24, 2015 @ 12:30 pm  
WORTH: 150 points

- This assignment is completed as a group; therefore, the group will hand in one document that contains the group’s essay, reference page, and rubric.
- Print ads- staple the advertisements to the back of your essay. Ads found online- include the citation on your reference page.
- You will also hand in your group member evaluations.

PURPOSE:
The purpose of the communication strategy review essay is to locate and analyze examples of real-world health communication. In so doing, you will demonstrate your ability to identify and summarize health communication research and apply that knowledge to a real-world situation.

DESCRIPTION:
In groups of 3-4, research a health issue and then locate one product or health service cluster that claims to modify the health concern. Next, find at least 7 advertisements that promote products or services related to your chosen topic. The advertisements should come from different types of media. Then, prepare a 4-5 page paper that reviews a) common and unique approaches and strategies; b) hypotheses/assumptions being used; c) appropriateness for target audience(s); d) your reactions and assessment; e) how these insights can be used or adapted for the range of health safety topics.

PROCESS:
1. Research a health issue that is important to you.
2. Pick one of the following health product clusters (it should relate to your topic) to research: vitamins, supplements; cough, cold and allergies; ear, nose, and throat; diabetes health; oral care; diagnostics; first aid; pain and inflammation; pediatrics; stomach and GI; women’s health; men’s health; topicals; joint support; motion sickness; sleep aids; or smoking cessation aids.

OR
3. Pick one of the following health services clusters to research (it should relate to your topic) to research: state and local government agencies that are responsible for administering health care; hospitals; Medicaid and Medicare providers; physicians and other health care professionals in private practice; pharmacies; family heath centers; community mental health centers; alcohol and drug treatment centers; nursing homes; foster care homes; day care centers; public and private adoption and foster care agencies; clinics; or nutrition programs.
4. Locate 7+ advertisements that fall within your health product or service cluster and relate to your chosen topic. The advertisements must come from different types of media communication (news media, print advertisement, social media, radio/TV advertising, Internet ad, etc.).
5. Use the content from Chapters 1, 7, and 8 and additional readings to analyze the campaign’s effectiveness. For instance, did the creators of the advertisements use a specific theory or strategy to create the campaign(s)? Were their attempts effective? Why or why not?

* Note: Each group will select a different topic. Topics are first come first serve so email me (mcgowan@fredonia.edu) your topic and justification as soon as you have it.
Before Writing the Review

1. Examine and discuss the advertisements. Pay particular attention to what the message creators are saying and how they represent their ideas as well as the target audiences.
2. Identify the creators’ implicit or explicit arguments, audiences, and the contexts in which the advertisements were created.

Write the Review: Essay

1. Introduction:
   - Attention getter/orient the reader to the topic
   - Develop a clear thesis statement that is arguable and reflects your opinion of the advertisements
   - Tell the reader where the essay is heading

2. The Body of the Essay:
   - Each paragraph should include a topic sentence, stays on topic, and advances an argument that supports the thesis
   a. Contextualize the Advertisements and Health Products or Services (1-2 paragraphs)
      - Describe the advertisements and the context in which they were implemented
      - Discuss their appropriateness for target audience(s)
   b. Health Communication Concepts (3-4 paragraphs)
      - Explain the concept(s) from Chapters 1, 7, & 8 that you will use to analyze the advertisements (see examples below).
   c. Analyze the Advertisements (4+ paragraphs)
      - Discuss topics, including but not limited to: common and unique approaches and strategies and hypotheses/assumptions being used
      - When analyzing the advertisements, for every claim that you make, you should back it up with evidence (textual support) and analysis (explain how this proves your claim). Use the content from Chapter 1, 7, & 8 and additional readings to complete this task.
      - Do not summarize what the advertisements are stating or just describe what is happening. Instead, use evidence to support your thesis. This includes paraphrasing and using direct quotations from Chapters 1, 7, & 8 and outside sources to offer your own assessments of the advertisements.
   d. Effects (1-2 paragraphs)
      - A description of the advertisements potential effects and an analysis that links those effects to the theories or concepts you used for analysis
      - Discuss your reactions and assessment
      - Explain how these insights can be used or adapted for other health products or services

3. Conclusion:
   - The purpose of the conclusion is to briefly reiterate what you were hoping to accomplish in the essay.
   - Restate your thesis and encourage the reader to consider the thesis in light of the evidence you provided in the body of the essay.
   - Conclude by leaving the reader contemplating your essay.
For example, you might want to describe, explain, and assess your answers to these questions.

**Chapter 1**
- How are the advertisements examples of health communication? (and define health communication)

**Chapter 7**
- How do the advertisements provide consumers with up-to-date information about various aspects of disease prevention, illness, treatment, and control?
- How do the advertisements encourage people to use the information provided to change their behaviors and attitudes? (e.g., the advertisements may do so by addressing unique health beliefs, values, norms, and expectations that different consumers bring to health situations)
- How do the advertisements establish credibility?
- How are the advertisements user friendly? Appeal to an underserved population?
- How do the advertisements encourage people to use the information provided to change their behaviors and attitudes?
- How do the advertisements overcome (or not overcome) cross-cultural language barriers?
- How do the advertisements encourage the use of technology?

**Chapter 8**
- How are the advertisements examples of cultivation theory?
- How do the advertisements help fulfill the public’s desire to reduce uncertainty about health issues?
- How do the advertisements provide entertainment that deals with health issue?
- How do the advertisements offer conversation topics with friends, family, and coworkers?
- How do the advertisements realistically or unrealistic portray health situations?
- How do the advertisements offer healthy or unhealthy role models?
- How do the advertisements promote health behaviors?
- How are the advertisements examples of media bias? Tell health-related stories inaccurately?

**Answers to Common Questions**
- You don’t need to analyze each ad using a particular concept. Instead, you can look at the ads in their entirety and explain how you see the concept happening in the ads as a whole. Just make sure you reference each ad.
- 7 different medias = 7 different channels that the message has been communicated through
  - Examples: Coupon, social media: YouTube, Flickr, Twitter, Facebook, Pintrist, Tumblr, Instagram, Flickr, etc., newspapers, magazines, blog, product placement on a TV show, online retailers: Target, Wal-Mart, Amazon, Zappos, etc.)
- Your textbook can count as 1 of your 4 “scholarly sources”
- Your advertisements do not count towards the required number of citations
- Thesis sentence: One-sentence statement of what you see happening in the advertisements. Then, all the evidence and information in the paper should demonstrate how the ads do that.
- The “concepts” you should analyze are listed on page 3 of the assignment guidelines. Go through the questions and see how the ads do each question. Pick the ones that you want to talk about in the paper (<=4).
CAUTION:
You should avoid . . .

• putting words in the creator of the campaign’s mouth. This essay should be an exploration of the process by which the advertisement achieves (or not) the creator’s intention.

• lengthy, verbatim quotations of the original text. Remember, this essay should be your own analysis.

• stating whether you like or dislike the advertisement.

WORKING IN A TEAM:

• Grades will be assigned to the group as a whole but you will have a feedback sheet to indicate the relative participation and contribution of each group member.

• Your group members will assign you a score out of 15 points (1 letter grade). Then, I will average the scores and assign you a grade out of 15.

WRITING REQUIREMENTS:

Style

• 7+ advertisements

• Typed 4-5 double spaced pages

• Cite class readings

• 4+ outside sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)

• Your advertisements do not count towards the required number of citations

• Page numbers

• 1” margins

• Times New Roman, font size 12

• You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.

• Write in a formal, academic style, paying attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”

• This should be a polished document.

• Proofread your essay.

• For help with writing your essay, I advise you to use the Learning Center. For more information about the services, visit their website:
  http://www.fredonia.edu/tlc/cts/

Content

• You will be graded on four primary criteria: 1) quality of your review; 2) utilization of concepts discussed in class; 3) quality of your writing; and 4) explanation/assessment of the effects of the strategies utilized.

• Use quotation marks around quotations from the text or block them.

• When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.

• If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

• Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.
COMM303 UNIT II ASSIGNMENT GUIDELINES

HEALTH CAMPAIGN REVIEW

DUE: October 22, 2015 @ 12:30 pm

• What’s due: essay, reference page, and rubric

WORTH: 200 points

PURPOSE:
The purpose of the health campaign review essay is to present and analyze examples of real-world health communication problems and assess communicators’ responses. In so doing, you will demonstrate your understanding of how health communication campaigns are designed, implemented, and evaluated.

DESCRIPTION:
You will locate and review an existing health campaign that is an example of either risk or crisis communication. Wright, Sparks, and O’Hair (2013) refer to risk communication as dealing “principally with communication about physical hazards” (p. 238) or the “severity of some harm and the chances it will adversely affect people or the environment” (p. 237). Conversely, crisis communication “involves the application of the use of strategically designed messages delivered through selected sources (mediated and interpersonal) to convey relevant information to targeted audiences in crisis situations” (p. 239).

Your 4-6 page essay should include a description of the campaign’s objectives, its target audience, message strategy, and dissemination approach. You should also assess the effectiveness of the campaign, summarizing its strengths and weaknesses in the areas considered above (e.g., targeting, message design, channel selection, evaluation, application of theory). In conducting your review, you should make use of available campaign materials (e.g., advertisements, website, press releases, etc.), and empirical research articles describing and/or evaluating the campaign.

• Examples of risk communication: Environmental health concerns, water safety concerns, teenage pregnancy, HIV prevention, vaccinations, etc. (see the CDC for additional examples: http://www.cdc.gov/healthcommunication/Campaigns/)

• Examples of crisis communication: Stranded cruise ships, wrecked aircrafts, oil spills, restaurant employees’ bad behaviors, actors/actresses’, athletes,’ politicians’ mishaps, etc.

PROCESS:
Locate Risk or Crisis Communication Campaign

1. Locate an existing health communication campaign. The campaign must have been created after 2010 and be an example of either risk or crisis communication.

2. Use the content from Chapter 9 and 10 and additional readings as a guide to analyze the campaign’s effectiveness. For instance, did the author(s) use a specific theory or strategy to create the campaign? Why was the campaign successful? Not successful?

* Note: Each person will select a different topic. Topics are first come first serve so email me (mcgowan@fredonia.edu) your topic and justification as soon as you have it.

Before Reviewing their Communication Strategy

3. Gather and read all available campaign materials. Pay particular attention to what the message creator is saying and how she/he represents her/his ideas as well as the target audiences.

4. Identify the author’s implicit or explicit argument, audience, and the context in which the text was written.

Write the Review Essay

4. Introduction:

• Attention getter/orient the reader to the topic
• Develop a clear thesis statement that is arguable and reflects your opinion of the advertisements
• Tell the reader where the essay is heading

5. The Body of the Essay:
• Each paragraph should include a topic sentence, stays on topic, and advances an argument that supports the thesis

c. Contextualize the Health Campaign (1 paragraph)
• Describe the message/campaign (a.k.a. case) and the context in which it was implemented
• Discuss its appropriateness for target audience(s)

f. Health Communication Concepts (2 paragraphs)
• Explain how the campaign is an example of risk or crisis communication
• Explain how you will address the major headings from Chapter 10 (campaign goals, theoretical approaches, conducting a health campaign, & formative campaign evaluation) to conduct your analysis.
• If applicable, overview the concept(s) from Chapters 1, 7, & 8 that you are using to analyze the health campaign and explain why you are using those concepts.

g. Analyze the Health Campaign (4+ paragraphs)
• Discuss the major headings from Chapter 10 (campaign goals, theoretical approaches, conducting a health campaign, & formative campaign evaluation) as they relate to your health campaign
• When analyzing the campaign, for every claim that you make, you should back it up with evidence (textual support) and analysis (explain how this proves your claim). Use the content from Chapters 1, 7, 8, 9, & 10 and additional readings as a guide to analyze the campaign’s effectiveness.
• Do not summarize what the campaign is stating or just describe what is happening. Instead, use evidence to support your thesis. This includes paraphrasing and using direct quotations to offer your own assessment of what is happening in the campaign.

h. Effects (1-2 paragraphs)
• A description of the campaign’s effects and an analysis that links those effects to the theories or concepts you used for analysis.
• Discuss your reactions and assessment
• Explain how these insights can be used or adapted for the range of health safety topics.

6. Conclusion:
• The purpose of the conclusion is to briefly reiterate what you were hoping to accomplish in the essay.
• Restate your thesis and encourage the reader to consider the thesis in light of the evidence you provided in the body of the essay.
For example, you might want to describe, explain, and assess how the campaign. . .

Chapter 9
- addresses a health threat.
- is an example of risk communication. (and define risk communication)
- is an example of crisis communication. (and define crisis communication)
- addresses a major threat to health around the world including environmental health, hunger, pandemic, & terrorism.
- addresses physical, psychological, and social health problems within the United States.
- targets communities, organizations, and individuals who have a heightened health risk.

Chapter 10
- uses specific strategies to promote health and prevent disease.
- uses theories, frameworks, and approaches that involve the mass media and interpersonal communication both online and offline.

Regardless, you must identify, explain, and provide examples of
- the campaign’s goals (pp. 261-262).
- 2 theoretical approaches the health campaign either took or should have taken to reach its target audience (pp. 262-270)
- characteristics of the audience such as demographics, attitudes and beliefs, and current behaviors.
- how the campaign segmented the larger target audience into smaller subgroups of individuals based upon some meaningful criteria.
- message content.
- how the campaign disseminated its message.
- Formative campaign evaluation research the campaign creators could have done.

**CAUTION:**
You should avoid . . .
- putting words in the creator of the campaign’s mouth. This essay should be an exploration of the process by which the author achieves (or not) his/her intention.
- lengthy, verbatim quotations of the original text. Remember, this essay should be your own analysis.
- stating whether you like or dislike the campaign. Instead, this essay is about whether the author was successful in persuading you to support his/her opinion.
WRITING REQUIREMENTS:

**Style**

- Typed 4-6 double spaced pages
- Cite class readings and the textbook is considered a 6th source
- 5+ outside sources, only 2 can come from a website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 3)
- Page numbers
- 1” margins
- Times New Roman, font size 12
- You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
- Write in a formal, academic style, paying attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”
- This should be a polished document.
- Proofread your essay.
- For help with writing your essay, I advise you to use the Learning Center. For more information about the services, visit their website: http://www.fredonia.edu/tlc/cts/

**Content**

- You will be graded on four primary criteria: 1) quality of your analysis; 2) utilization of concepts discussed in class; 3) quality of your writing; and 4) explanation of the effects of the strategies utilized.
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.


COMM303 UNIT III ASSIGNMENT GUIDELINES
INFORMING THE PUBLIC

DUE: November 12, 2015 @ 12:30 pm

WORTH: 250 points

- This assignment is completed as a group; therefore, the group will hand in one folder containing the flyer, brochure, application essay, rubric, and reference page.
- You will also hand in your group member evaluations.

PURPOSE:
The goal of this assignment is for you to identify and summarize health communication research and apply that knowledge through written communication. In so doing, you will demonstrate your understanding of how health communication promotional materials are designed, implemented, and evaluated.

DESCRIPTION:
Healthcare providers “can no longer approach healthcare from a single cultural perspective and be effective in treating patients from other cultures in a competent manner” (Wright, Sparks, O’Hair, 2013, p. 124). Therefore, this assignment asks you to work with 3 classmates to plan and design health-related promotional materials that advise a designated audience on a health or safety issue. The audience must be comprised of an at-risk or marginalized population. The group should create a flyer that advertises a hypothetical workshop and develop a brochure that you would distribute at that hypothetical workshop. Additionally, the group will submit a 3-5 page paper that addresses topics discussed in Chapters 1, 5, 6, 8, 9, & 10 as they relate to the promotional materials.

PROCESS:
Locate the Health Issue
3. Locate a health problem and identify an at-risk or underserved population associated with the issue.
4. Read Chapter 5 to ensure that you understand culture and diversity issues in healthcare.

Before Creating the Promotional Materials
5. Read and review all available information that discusses the health problem and target audience.
6. Pay particular attention what is currently being done to address the problem, what is being said, and current promotional materials.

Designing a Flyer & Brochure
1. Format
   • Flyer (1 side of a piece of paper) addresses the problem and advertises a hypothetical workshop (workshop is defined as a seminar, discussion group, etc. that emphasizes exchange of ideas and the demonstration and application of technical skills, etc. (e.g., learning how to protect oneself, a theater workshop that teacher people how to read a script, etc.))
   • Brochure (1 piece of paper with 3 panels) to distribute at a hypothetical workshop. The brochure is a “take home” piece that covers the content that’s discussed at the workshop.
2. Style
   • Include artwork and graphics (can use original photos and/or programs including Microsoft Publishers, Pages, Adobe, Clip Art, etc.)
   • Maintain the same theme
   • Use bold font, headings, and color to increase emphasis
   • Determine a main focus (image or words)
   • Boxes, borders, and bold to divide and separate difference pieces of content
   • Stick with 2 to 3 colors for a color scheme
3. Content
   • Explain the event in as few words as possible
   • State strong facts such as examples, statistics, and testimonials
   • Contact information and location
   • Call to action

Application Essay
7. Introduction:
   • Attention getter/orient the reader to the topic
   • Thesis: Provide the writer (and reader) with a clearly focused lens through which to view the subject (your health campaign)
   • Preview what’s to come in the essay by identifying the issues/topics will you explore. Brief summary (1 sentence) of the main topics/arguments/points made in the essay

8. The Body of the Essay:
   • Note: Each paragraph should include a topic sentence, stay on topic, and advance an argument that supports the thesis. Do not summarize what the campaign is stating or just describe what you think will happen. Instead, paraphrase and use direct quotations to offer your own assessment of the hypothetical campaign.
   i. Paper Heading 1: Contextualize the Health Problem
      • Describe the problem (a.k.a. case) and the context in which the promotional materials will be implemented
      • Discuss its appropriateness for target audience(s)
   j. Paper Heading 2: Health Communication Concepts
      • Explain the 3-5 concept(s) from Chapters 1, 5, 6, 8, 9, & 10 that you used to create the materials
      • Provide examples for how you used the concepts in the flyer and brochure
   k. Paper Heading 3: Discuss Culture and Diversity Issues Relating To Your Health Promotion Materials
      You may want to answer some of the questions: How do your communication pieces . . .
      • use the target audience’s culture to address a health-related situation.
      • demonstrate your understanding of the pivotal role culture plays in health and healthcare.
      • overcome linguistic barriers, differing cultural contexts, and low health literacy.
      • address health and healthcare disparities.
      • tackle cultural differences in health beliefs.
      • overcome barriers to providing culturally sensitive healthcare.
      • take into account religion and spiritually.
      • overcome negative views associated with the disease or problem.
   l. Paper Heading 4: Effects
      • Use theories and concepts thus far in the class to explain the materials’ intended effects.
      • Example: The group used Theory of Reasoned Action to create materials that could be used at the workshop. By including a Hispanic young woman and her infant son, we relied on the audience's attitudes (personal beliefs about value and behavior), subjective norms (social environments value on behavior) and behavioral intention (how likely are they do to it?).
TRA is then used a behavioral modification, including STD prevention, health behaviors, etc.

9. Conclusion:
   • The purpose of the conclusion is to briefly reiterate what you were hoping to accomplish in the essay.
   • Restate your thesis and encourage the reader to consider the thesis in light of the evidence you

**WORKING IN A TEAM:**
   • Grades will be assigned to the group as a whole but you will have a feedback sheet to indicate the relative participation and contribution of each group member.
   • Your group members will assign you a score out of 25 points (1 letter grade). Then, I will average the scores and assign you a grade out of 25.

**APPLICATION ESSAY WRITING REQUIREMENTS:**

**Style**
   • Essay is typed 3-5 double spaced pages
   • 4+ external sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2), and the textbook is considered a 5th source
   • Page numbers
   • 1” margins
   • Times New Roman, font size 12
   • You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
   • Use formal tone and choice. No “I,” “me,” “I believe,” or “in my opinion.”
   • Write in a formal, academic style, paying attention to structure and grammar.
   • This should be a polished document.
   • Proofread your essay
   • For help with writing your essay, I advise you to use the Learning Center For more information about the services, visit their website: http://www.fredonia.edu/tlc/cts/

**Content**
   • You will be graded on four primary criteria: 1) quality of your analysis; 2) utilization of concepts discussed in class; 3) quality of your writing; 4) explanation of the effects of the strategies utilized.
   • Use quotation marks around quotations from the text or block them.
   • When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
   • If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
   • Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay
COMM303 UNIT IV ASSIGNMENT GUIDELINES

HEALTH CAMPAIGN PROPOSAL

DUE DATES:                                 WORTH:

• Health Campaign Proposal Worksheet
  Due: November 19, 2015 via ANGEL Dropbox
  (found in the “Unit IV Assignment-Health Campaign Proposal” Folder)  25 points
• Health Campaign Proposal Paper Draft
  Due: December 10, 2015  25 points
• Health Campaign Proposal Final Paper
  Due: December 17, 2015 between 1:30-3:30 pm  250 points

300 Total Points

PURPOSE:
The purpose of this assignment is to give you experience designing a health campaign that addresses a relevant health concern for students, residents of Western New York, or the citizens of New York. In so doing, you will demonstrate your understanding of health communication research, roles of interpersonal communication, mass communication, and new media in health communication. (1) Your final essay should also demonstrate your ability to conduct health communication research and use examples of real-world health communication situations. (2) Your brochure should demonstrate your understanding of how health communication promotional materials are designed, implemented, and evaluated.

DESCRIPTION:
Scenario: You work at a non-profit that plans and designs health-related promotional materials. You are responsible for designing strategic health communication campaigns (a.k.a “risk” campaigns) for non-profit, pharmaceutical, biotech, medial device, and government clients. Therefore, your materials inform a designated audience on a health or safety issue.

Your next task is to design a health communication campaign that addresses health concern for students, residents of Western New York, or the citizens of New York. Your health campaign should reach an at-risk population but doesn’t need to be a marginalized group. Your health campaign proposal will be (1) a 5-7 page essay and (2) a brochure that medical professionals will distribute to the target audience.

Final Project Summary: (1) Your essay should include theories, concepts, and strategies that you learned in COMM303 and include the following: detailed objectives/purpose for the campaign; target audience; synthesis of research on past campaigns that addressed the same or similar issues; the theoretical framework that will guide the development of your campaign; plans for message development, campaign implementation, and a description of the campaign’s anticipated strengths and weaknesses. (2) A brochure that is adapted to a target audience and follows the guidelines explained in the CDC’s “Simply Put” booklet.
PROCESS:

Brainstorm Ideas

- Locate a real-world health problem that plagues college students, residents of Western New York, or the citizens of New York. The group’s doesn’t have to be a marginalized population but it must be an at-risk population.
- Your topic CANNOT be something you’ve already written about in COMM303.
- Identify solutions for behaviors that cause a health-related issue.

Before Writing the Proposal

- Read: Textbook—What did we learn about in class that will help you write the essay? Scholarly writing—How have researchers studied your topic? News articles—What is going on in the news that relates to your topic?
- Review health campaigns that are already on the market. Pay particular attention to what the creators say and how they represent their ideas.
  - How do they address their issue?
  - Consider their media strategy—where do the ads run? What magazines, TV shows, websites, billboards, or unconventional media do they use? What materials did they give medical professionals?
  - Who is the target audience? How do they benefit from the product?
- How can you make your campaign innovative?

The Brochure

Refer to the “Simply Put” booklet!!

4. Format

- Brochure (1 piece of paper with 3 panels) that a medical professional will distribute to a target audience.
- The brochure is a “take home” piece that covers the content that the medical professional discussed with his or her patients.
- Medical professionals include: doctors, surgeons, physician assistants, nurses, nurse practitioners, dieticians, optometrists, pharmacists, psychologists, dentists, hygienists, midwives, etc.

5. Style

- Include artwork and graphics (can use original photos and/or programs including Microsoft Publishers, Pages, Adobe, Clip Art, etc.)
- Maintain the same theme
- Use bold font, headings, and color to increase emphasis
- Determine a main focus (image or words)
- Proper grammar and spelling and use language that is appropriate for the audience

6. Content

- Explains the health issue in as few words as possible
- States strong facts such as examples, statistics, and testimonials
- Provides the medical professional’s contact information
- Includes a call to action
The Health Campaign Proposal

- Write a 5-7 page essay that includes section headings and emphasizes key concepts from COMM303 (bold, italicize, and/or underline key terms)
- Incorporate 8+ sources, only 3 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 3), and the textbook is considered a 9th source

10. Introduction:
   - Attention getter/orient the reader to the topic
   - Thesis: Provide the reader with a statement of purpose (goal of your health campaign?)
   - Preview: Explain what’s to come in the essay by identifying the issues/topics will you explore. Brief summary (1 sentence) of the main topics/arguments/points made in the essay.

11. The Body of the Essay:
   - In this section, you must identify, define, and use at least 4 topics discussed in COMM303.
   - Each paragraph should include a topic sentence, stay on topic, and advance an argument that supports the thesis.
   - Do not summarize what the campaign is stating or just describe what you think will happen. Instead, paraphrase and use direct quotations to offer your own assessment of the hypothetical campaign.

m. Paper Heading 1: Contextualize the Health Problem
   - Summarize/describe the health problem
   - Explain the context in which the promotional materials will be implemented
   - Discuss its appropriateness for target audience(s)

n. Paper heading 2: Synthesize Research
   - Review relevant research on past campaigns that address the same or similar issues.
   - Compare and/or contrast a previous campaign with your new campaign. How is your health campaign similar? How is your health campaign different?

o. Paper Heading 3: Explain the Campaign (this should be the majority of the paper)
   You MUST identify, explain, and provide examples of
   - **Audience/Recipients of the Information**
     - how the campaign will segment the larger target audience into smaller subgroups of individuals based upon some meaningful criteria (Ch. 5)
     - characteristics of the audience such as demographics, attitudes and beliefs, and current behaviors (use research to support this information)
   - **Campaign’s Goals and Use of Health Communication Concepts**
     - the campaign’s goals (pp. 261-262)
     - at least two theoretical approaches the health campaign will take to reach its target audience (pp. 262-270)
     - **The Campaign’s Main Message(s)**
     - message content (what will the message include and why is it appropriate for the audience)
     - how you will disseminate the campaign’s message (besides the brochure/including the media channel(s) you will use to deliver your campaign and why you chose this channel)
   You MAY want to describe, explain, and assess how the health campaign . . .
     - **Chapter 5**
     - overcomes issues related to patient diversity.
     - addresses issues related to health disparities. (and define health disparities)
     - uses a particular spiritual force to persuade.
• addresses co-cultural differences based on ethnicity, race, or nationality.
• overcomes barriers to providing culturally sensitive healthcare.
• addresses the social implications of an illness.
  ❖ Chapter 7
• provides consumers with up-to-date information about various aspects of disease prevention, illness, treatment, and control.
• encourages people to use the information to change their behaviors and attitudes. (they may do so addressing unique health beliefs, values, norms, and expectations that different consumers bring to health situations)
• establishes the organization’s credibility.
• is user friendly and appeals to an underserved population.
• overcomes (or do not overcome) cross-cultural language barriers.
• uses technology to encourage patient-patient communication.
  ❖ Chapter 8
• is an example of cultivation theory.
• helps to fulfill the public’s desire to reduce uncertainty about health issues.
• provides entertainment that deals with a health issue.
• offers conversations conversation topics with friends, family, and coworkers.
• realistically or unrealistically portray health situations.
• offers healthy or unhealthy role models.
• promotes health or unhealthy behaviors.
  ❖ Chapter 9
• addresses a health threat.
• is an example of risk communication. (and define risk communication)
• is an example of crisis communication. (and define crisis communication)
• addresses a major threat to health around the world including environmental health, hunger, pandemic, & terrorism.
• addresses physical, psychological, and social health problems within the United States.
• targets communities, organizations, and individuals who have a heightened health risk.
  ❖ Chapter 10
• uses specific strategies to promote health and prevent disease.
• uses theories, frameworks, and approaches that involve the mass media and interpersonal communication both online and offline.

a. Paper Heading 4: Effects
• Use theories and concepts from COMM303 to explain the materials’ intended effects.
• Example: The group used Theory of Reasoned Action to create materials that could be used at the workshop. By including a Hispanic young woman and her infant son, we relied on the audience's attitudes (personal beliefs about value and behavior), subjective norms (social environments value on behavior) and behavioral intention (how likely are they do to it?). TRA is then used a behavioral modification, including STD prevention, health behaviors, etc.

12. Conclusion:
• The purpose of the conclusion is to briefly reiterate what you were hoping to accomplish in the essay.
• Restate your thesis and encourage the reader to consider the thesis in light of the evidence you

MINI-PROJECT ASSIGNMENTS:
1. Health Campaign Worksheet (Due: November 17. Worth: 25 points.)
• You will complete a worksheet (November 19, 2015 via ANGEL Dropbox (found in the “Unit IV Assignment-Health Campaign Proposal” Folder) that does the following:
o describes the health issue
o contextualizes the health issue (what is causing a problem that warrants a solution?)
o explains what has been done previously and why has the campaigns have not been successful
o explains how your campaign will overcome these problems
o describes the target audience (who comprises the at-risk population? barriers to reaching this group? action they can take?)

   • You will bring 3 copies of a complete draft of your essay to class. Two other classmates will read your proposal, offer feedback, and evaluate your essay.
   • Logistics
     o You will read another person’s draft from beginning to end to understand what the writer has to say. Then, you will examine the essay’s content and organization. Along with filling out a rubric, you should comment in the margins on whatever catches your interest or attention.

REQUIREMENTS:
   • If you would like to see feedback your assignment, include a self-addressed stamped envelop (2 stamps) with your final assignment.
   
   **Style**

   **Essay**

   • Typed 5-7 double spaced pages
   • 8+ sources, only 3 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 3), and the textbook is considered a 9th source
   • Section headings, page numbers, 1” margins
   • Emphasize (bold, italicize, and/or underline) key concepts from COMM303
   • Times New Roman, font size 12
   • You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
   • Write in a formal, academic style, paying attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”

   **Content**

   • Rely more on paraphrasing than direct quotes
   • Contextualize the quotations
   • Use quotation marks around quotations from the text or block them.
   • When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
   • If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
   • Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

   **Brochure**

   • 1 piece of paper/3 panels
   • Explain the event in as few words as possible
   • State strong facts such as examples, statistics, and testimonials
   • Contact information
   • Call to action
   • Follow guidelines outlined in the CDC’s “Simply Put” booklet