

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 512 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We request to add a new course, COMM 512, Risk Communication, to the M.A. in Communication.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

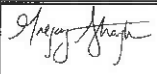
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	1-28-2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	Mar 2, 2022 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	Mar 3, 2022 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	COMM 512
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dorothy Andreas
2	Course Instructor	Dorothy Andreas
3	Course Title	Risk Communication
4	Course Abbreviation for Banner if title is more than 30 characters	n/a
5	College	College of Arts and Sciences
6	Department or School	Communication and Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Topics include the major theoretical approaches to risk communication, exploration of how these theories inform the development of messages, and discussion of the ethics and values associated with different approaches to risk communication. Examines how risk messages shape beliefs, behaviors, and decisions regarding risks to health, safety, security, and environment.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Graduate standing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
20	If the course is cross-listed, specify the Course ID(s)	n/a
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2023

24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: COMM 440/540, Spring 2022, 13 students (1 graduate student)
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	none

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will be added to the supplementary menu for the M.A. in Communication.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course, a specialty of one of our new faculty, is a potential career path for communication graduates. This course provides students a chance to deepen their learning from other courses in the program including (but not limited to): Crisis Communication, Health Communication, Persuasion, and Organizational Communication.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is designed for graduate students. Prerequisite: Graduate standing.

2. State the overarching course goal(s) in performance terms.

Students will recognize, analyze, and effectively contribute to the prevalence of messages about risks. They will use theory and data to determine how those messages shape our beliefs, behaviors, and decisions regarding the never-ending barrage of risks to our health, safety, security, and environment. They will develop an ethical sense of why we must pay attention to these messages and how a better approach to risk communication can improve the lives of individuals and society.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Identify and compare major approaches and theories to risk communication	Risk in the News Photovoice Poster Exams #1 and #2
2	Draw connections between the theories of risk communication and domains of society and personal lives	Risk in the News Mini-Photovoice Presentation Photovoice Poster Graduate Student Project
3	Analyze and evaluate the effectiveness and ethics of risk communication	Risk in the News Photovoice Poster and Reflection Paper Graduate Student Project
4	Create effective and ethical messages about risk topics	Graduate Student Project
5	View themselves as always making sense and co-constructing messages about risks	Mini-Photovoice Presentation Photovoice Poster Exam #2 Portfolio Response
6	Evaluate the values that are embedded in risk messages and care about how these messages help or hurt people	Mini-Photovoice Presentation Photovoice Poster Exam #2 Portfolio Response

C.

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.
For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.

B. full publication information; label **Graduate**.

This course would be taught in conjunction with COMM 412. In addition to all of the books and articles listed below (which the undergraduates also read), the graduate students will locate at least 10 additional scholarly articles for their project. These extra articles will constitute their additional reading and be tailored to each student's interests related to risk communication.

Lupton, D. (2013). *Risk* (2nd edition). Routledge.

Pollan, M. (2008). *In defense of food: An eater's manifesto*. Penguin Books.

Stone, R. M. (2013). *Eat with joy: Redeeming God's good gift of food*. IVP Books.

Assigned readings that you must retrieve on Canvas

References for Articles on Canvas

Covello, V. T. (2006). Risk communication and message mapping: A new tool for communicating effectively in public health emergencies and disasters. *Journal of Emergency Management*, 4(3), 25–40. <https://doi.org/10.5055/jem.2006.0030>

Covello, V. T. (2009). Strategies for overcoming challenges to effective risk communication. In R. L. Heath & H. D. O'Hair (Eds.), *Handbook of risk and crisis communication* (pp. 143-164). Sage.

Covello, V. T., & Mumpower, J. L. (1985). Risk analysis and risk management: A historical perspective. *Risk Analysis*, 5(2), 103–120. <https://doi.org/10.1111/j.1539-6924.1985.tb00159.x>

Cvetkovich, G. & Löfstedt, R. E. (1999). *Social trust and the management of risk*. Earthscan.

Cvetkovich, G. (1999). The attribution of social trust. In G. Cvetkovich & R. E. Löfstedt (Eds.), *Social trust and the management of risk* (pp. 53-61). Earthscan.

Metlay, D. (1999). Institutional trust and confidence: A journey into a conceptual quagmire. In G. Cvetkovich & R. E. Löfstedt (Eds.), *Social trust and the management of risk* (pp. 100-116). Earthscan.

Cvetkovich, G. & Löfstedt, R. E. (1999). Social trust: Consolidation and future advances. In G. Cvetkovich & R. E. Löfstedt (Eds.), *Social trust and the management of risk* (pp. 153-167). Earthscan.

Elliott, M. (2005). Risk perception frames in environmental decision making. *Environmental Practice*, 5(03), 214–223. <https://doi.org/10.1017/S1466046603035609>

Kasperson, R. E., Renn, O., Slovic, P., Brown, H. S., Emel, J., Goble, R., Kasperson, J. X., et al. (1988). The social amplification of risk: A conceptual framework. *Risk Analysis*, 8, 177–187. <https://doi.org/10.1111/j.1539-6924.1988.tb01168.x>

Ropeik, D. & Gray, G. (2002). Introduction. In *Risk: A practical guide for deciding what's really safe and what's really dangerous in the world around you* (pp. 1-15). Houghton Mifflin.

Renn, O. (1998). Three decades of risk research: Accomplishments and new challenges. *Journal of Risk Research*, 1(1), 49–71. <https://doi.org/10.1080/136698798377321>

Ryan, M. (2009). Science literacy and risk analysis: Relationship to the postmodernist critique, conservative Christian activists, and professional obfuscators. In R. L. Heath & H. D. O'Hair (Eds.), *Handbook of risk and crisis communication* (pp. 247-267). Sage.

Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Littlefield, R. S. (2009). Chapter 1 Introducing a message-centered approach to risk communication. *Effective Risk Communication* (pp. 3–18). Springer.

Skarlatidou, A., Cheng, T., & Haklay, M. (2012). What do lay people want to know about the disposal of nuclear waste? A mental model approach to the design and development of an online risk communication. *Risk Analysis*, 32(9), 1496–511. <https://doi.org/10.1111/j.1539-6924.2011.01773.x>

Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis*, 24, 311–322.
<https://doi.org/10.1111/j.0272-4332.2004.00433.x>

Stephenson, M. T. & Witte, K. (2001). Creating fear in a risky world: Generating effective health risk messages. In R. E. Rice & C. K. Atkin (Eds.) *Public communication campaigns*, 3rd ed (pp. 88-102). Sage.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

COMM 512: RISK COMMUNICATION

SPRING 2023

TR 1:20-2:50 PM—SHERROD 208

Course Instructor: Dr. Dorothy Andreas, Associate Professor

Credit Hours: 3

E-mail: dca20a@acu.edu

Please allow 24 hours for a response.

Phone: 325-514-6618 (m)

Office: Sherrod 134b

Office Hours: MWF 11:30 AM-12:30 PM; TR 10:00 AM -12:30 PM

By appointment if you have classes or work at the pre-set times

Course Goals

The primary goal of this course is for you to recognize, analyze, and effectively contribute to the prevalence of messages about risks. You will use theory and data determine how those messages shape our beliefs, behaviors, and decisions regarding the never-ending barrage of risks to our health, safety, security, and environment. We will also consider theory that helps understand our decisions about if and how we want to protect ourselves from these risks. Topics include the major theoretical approaches to risk communication, exploration of how these theories inform the development of messages, and discussion of the ethics and values associated with different approaches to risk communication. We will apply these theories and techniques to the examination of current events and key historical risks. As you learn about risk communication, you should develop an ethical sense of why we must pay attention to these messages and how a better approach to risk communication can improve the lives of individuals and society.

Student Competencies

By the end of this semester, students taking this class will:

Demonstrate with Assignments

1. Identify and compare major approaches and theories to risk communication	Risk in the News Photovoice Poster Exams #1 and #2
2. Draw connections between the theories of risk communication and domains of society and personal lives	Risk in the News Mini-Photovoice Presentation Photovoice Poster Social Media Campaign
3. Analyze and evaluate the effectiveness and ethics of risk communication	Risk in the News Photovoice Poster and Reflection Paper Social Media Campaign
4. Create effective and ethical messages about risk topics	Social Media Campaign
5. View themselves as always making sense and co-constructing messages about risks	Mini-Photovoice Presentation Photovoice Poster Exam #2 Portfolio Response
6. Evaluate the values that are embedded in risk messages and care about how these messages help or hurt people	Mini-Photovoice Presentation Photovoice Poster Exam #2 Portfolio Response

ACU Mission Statement

“To educate students for Christian leadership and service throughout the world.”

College of Arts and Sciences Mission Statement

“The College of Arts and Sciences engages students with humanity’s greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.”

Communication and Sociology Department Mission Statement

“To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.”

Description of Course in Catalogue

Topics include the major theoretical approaches to risk communication, exploration of how these theories inform the development of messages, and discussion of the ethics and values associated with different approaches to risk communication. Examines how risk messages shape beliefs, behaviors, and decisions regarding risks to health, safety, security, and environment. Prerequisite: Graduate standing. The primary audience for this class is communication students but secondary audiences might include students from environmental sciences, health fields, engineering, journalism and public relations (since all of these fields communicate about risk as part of their work).

Integration of Christian Faith and Learning

I believe communication is central part of all human life because it is how we make sense of our world. As Christians we need to be at the forefront of this human experience. An ability to communicate well about risks helps Christian leaders guide individuals and communities to feel safer (if warranted), be take protective actions (if warranted) protected, and ultimately live full and healthy lives. Nearly all public debates and civic challenges today have an element of risk about them and a Christian perspective brings value to these discussions in two ways:

1. A Christian perspective unapologetically treats individuals as sacred because they are created in the image of God. This results in the creation of messages that are dignifying and respectful—regardless of the degree to which audiences have differing views and are “scientifically accurate.”
2. A Christian perspective unapologetically treats creation as sacred because God created it to be good and stewarded faithfully by humans. This means that Christians with training in this area can work to ensure that risk discourse rigorously considers the value of humans and nature while ensuring that risk discourse does not simply default to technocratic and market forces.

Teaching Philosophy and Learning Activities

As a lifelong, practicing Christian, the mission and service of Jesus Christ shapes my practice as an educator. While on earth, Christ served and healed the people He met, with a special emphasis on achieving social justice. This example inspires my vocational calling as an educator to help develop you (my students) for lives of purpose, service, and leadership as ethical and competent communicators. I hope you walk away from my class as critical thinkers who are curious about the causes of social issues and can promote justice and contribute solutions to these issues and problems. Since effective communication is situation specific, I strive to create classes in which you can develop the ability to analyze situations using the components of theory and draw on a wide repertoire of skills to address issues, strategically achieve goals, and provide thoughtful answers to how you ought to live.

In the risk communication class, my goal for you is to be able to use theoretical concepts and perspectives to analyze and evaluate different types of risks. There is also a secondary goal for you to

develop personal awareness of risk discourses that are always around you. To this end, in our class gatherings we will spend most of our time discussing the theoretical ideas from readings connecting them to lived experiences, and discussing the food case study from the popular press books. Rather than me lecturing you about theories, I expect you to learn them through identification and evaluation in case studies. In the second half of class, we will use class time extrapolating lists of best practices for community risk based on the research articles. If you wish to make the most of your time in class, I strongly urge you to complete readings and take thorough notes before class. This will allow you to actively participate in class discussions and maximize your learning potential.

REQUIRED MATERIALS

Lupton, D. (2013). *Risk* (2nd edition). Routledge.

****Must be 2nd edition because 2nd contains testable content that is not in the first edition**

Pollan, M. (2008). *In defense of food: An eater's manifesto*. Penguin Books.

Stone, R. M. (2013). *Eat with joy: Redeeming God's good gift of food*. IVP Books.

Assigned readings that you must retrieve on Canvas

Tri-fold poster board

GRADING

GRADUATE STUDENT ASSIGNMENTS	POINTS
Scaffolding Assignments	
Mini Photovoice Presentation	30
Risk in the News	40
Food Case Study Responses (5 x 16 pts)	80
Risk Communication Strategy Sheets (5 total)	50
Major Projects and Exams	
Photovoice Poster	50
Exam #1	100
Graduate Student Project	150
Exam #2	100
TOTAL	600 pts

Your final grade will be based on the following scale:

A = 540-600 pts	B = 480-539 pts	C = 420-479 pts	D = 360-419 pts	F = below 359 pts
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ASSIGNMENTS

Mini-Photovoice Presentation (25 points)

To involve your personal experiences with risk and provide you an early opportunity to analyze these experiences, you will make a mini photovoice presentation. Prior to the presentation you will visit a grocery store and take at least 2 pictures of your experience (it is recommended that you take more than 2 photographs so that you have options). You will select *exactly* 2 photographs to present to the class that illustrate your risk experience with food or other objects humans consume. You will annotate each picture with a brief narrative (using 2-3 sentences)—what story does that picture tell? A conclusion slide should offer one thought about the overall theme of your pictures and narratives and how these connect with one of the theories or concepts from the Lupton book. The presentation should be submitted on Canvas prior to the class period they are due. This assignment allows you to demonstrate student learning outcomes #2, #5, and #6.

Risk in the News (25 points)

Each class period in the second half of the semester, a student will briefly present a recent risk covered in the news. You will sign up for your date to present on 2/22. The discussion of the example should clearly address the components of a theory or application from one of the readings assigned for that previous class period. You should (1) prepare to present the basic information of the risk to the class, (2) provide me a ~500 word write up, and (3) provide a copy of the news article that reported the risk. This assignment provides you opportunity to demonstrate student learning outcomes #1, #2, and #3.

Reading Response Application Discussions (5 x 5 points = 25 points)

The purpose of these posts is to provide you a chance to apply a risk discourse concept from the Lupton reading and connect with your classmates' examples. 5 times you will post a quote from the assigned Lupton reading and provide an example that illustrates the idea in that quote. For each post, you must make 2 comments to your classmates' posts.

Food Case Study Analyses (5 x 20 pts = 100 points)

Five times in the first part of the semester, you will submit short answer responses that demonstrate your ability to recognize concepts from the Lupton reading in the food case study readings *In Defense of Food* and *Eat With Joy*. These are more in-depth analytical responses to the food case study than the reading response discussion posts. You will submit your responses on Canvas.

Risk Communication Strategies (5 x 10 pts = 50 points)

Five times during the later part of the semester, you will submit lists of risk communication strategies that are based on the academic articles you are assigned to read. These strategies should be precise, action-oriented and imperative (with active verbs that tell a person exactly what to do). They should clearly derive from the insights and recommendations in the assigned readings.

Photovoice Poster (50 points)

This assignment provides you an opportunity to reflect on the discourse about a risk that you experience. You may choose any risk topic you wish to explore (it does not have to be about food). However, if you wish, you may create a photovoice poster about food that builds upon the mini-photovoice presentation about experiences in a grocery store (though it is not limited to photos about the grocery store visit). This assignment provides you opportunity to demonstrate student learning outcomes #1, #2, #3, #5, and #6. The main tasks for this assignment are as follows:

1. Take several photos that help you tell a story about your experience with discourse about a risk.
2. Select and print 8 color photographs that you will present on a tri-fold poster board. ***The use of photographs that you did not personally take constitutes academic dishonesty.***
3. Each photo should have brief (3-4 sentence) printed annotations that help tell the story and draw attention to insights you have about risk discourse based on your experience.
4. The photographs should be presented in a logical, coherent, and aesthetic manner.
5. If the poster is submitted late, it will be subject to the normal late work policy and an additional -10 points for failing to present the content in the arranged group setting.
6. Exam #1 will have essay questions that will ask you to develop your thinking about the connections between your experiences and ideas in the course material.

Exams (2 x 100 pts = 200 points)

There are two short answer and essay two exams. These exams allow you to demonstrate your understanding of concepts and theories, your ability to compare them, your ability to evaluate them, and your ability to apply them. Exam #1 will focus on social construction of risk readings, the food case study, and your photovoice project. Exam #2 will focus on risk paradigms, risk communication strategies, and your social media campaign. Additionally, Exam #2 will have an essay prompt that asks you to create a mini-portfolio of your experiences during the semester and how they combined to create your current understanding of risk communication and why it matters to you, personally, to pay attention to risk messages in society. More guidance for this essay prompt will be given two weeks prior to Exam #2. Both exams will be taken in the classroom on Canvas--therefore each student will need to bring their laptops to class on those days to take the exam. If you do not own a laptop, I will provide one for you but you must ask for it. The short answer and essay portions of the exam provide you an opportunity to demonstrate student competencies #1-3 and #6. The mini-portfolio essay on Exam #2 provides you opportunity to demonstrate student competency #5.

Extra Credit

As I learn about opportunities during the semester, there may be chances for you to earn extra credit by attending speakers and events that I deem worthwhile. You will write a 1 page reflection after attending.

Course Project

Graduate students will select one of the following options to complete. I really want you to select an option that helps you to meet your professional goals. We will work closely together to ensure your success on the project. We will meet the week of 1/18 for a personal overview of the project.

Option #1: Focus on Theory

Select an area of risk communication that interests you. Read 20 academic articles about the topic and write an 18-20 page literature review that creates a coherent picture of this area of research and suggests new directions for research.

Option #2: Focus on Practice

Select a particular practice of risk communication with which you would like to develop more proficiency. Read 10 academic articles about the topic and write a paper that elucidates specific skills for this practice. Then execute those skills in a set of communication artifacts or communication events—something that you will really do for an individual or an organization. Write an 18-20 page paper that summarizes the skills, the theoretic rationale for the design of your communication artifact or event, and the execution of the artifact or event. If you choose this option, you will need to work closely with me to ensure success of your practice.

Option #3: Elucidate Theory From Practice

Select a particular practice of risk communication with which you would like to develop more proficiency. Conduct in-depth observations of the practice as conducted in the “real world” and elucidate a theory that explains which actions are effective and which are less effective. Read 10 academic articles that relate to your findings (either confirmatory or contradictory). Write an 18-20 page paper that summarizes your findings in relationship to the academic literature (kind of like a small-scale research paper) and has a very clear set of recommendations.

Option #4: Conduct a Research Study

Select an area of risk communication that you can conduct a research study about. Collect data, analyze the data, and write a 20 page paper research paper that can be submitted to an academic conference.

Stages of the Projects:

1. *Three Potential Topics (5 pts)*: As human beings, we often tend to “satisfice,” going with the first workable decision we stumble upon, rather than the best possible decision. In the effort to determine a “better” (even if not “best”) semester project, you will be asked to generate three potential semester project ideas. For each, come up with an overall research question or practical problem that your project will tackle. ***Dream Big—write about what you really want to do—we can modify as needed to be realistic—but start out dreaming big.*** Briefly discuss the rationale or significance of each idea. The potential topic paper should be about 1.5-2 pages long. We will meet during the week of 1/25 to discuss your proposals. You will turn in your proposal through Assignments in Canvas and also make hard copies to share with your graduate student classmates in our meeting.
2. *Abstract (5 pts)*: Usually people write the abstract after they are finished writing a paper. In this class, you’ll be asked to write one before you begin. Doing so provides you a road map as to where you want to go throughout the semester. Note: Obviously, your abstract will change over the course of the semester—this is a place to start. You will turn in your proposal through Assignments in Canvas by 2/1.
3. *Conceptual Cocktail Party (20 pts)*: Consider your paper’s audience—the handful of scholars and/or practitioners you most want to be “talking to” in your paper. Choose 2-3 scholars and/or practitioners who you ultimately would want to be reading/responding to/critiquing your paper. Collect at least 2 articles from each scholar or 2 evidences of practice from each practitioner (e.g. websites, blogs, Twitter, books, etc.). Bring these artifacts to the learning group session, and provide an overview that briefly explains why you have chosen this person to be part of your conceptual cocktail party and how they connect to the issues your paper will address. Ultimately, in your final paper, you should be citing these scholars in the first few paragraphs. The conceptual “cocktail party” paper should be about 4 pages long. We will meet during the week of 2/15 to discuss your “cocktail party.” You will turn in your conceptual “cocktail party” paper through Assignments function in Canvas.
4. *Annotated Bibliography (20 pts)*: The description of the annotated bibliography is unique for each option. Formats for each type of annotation are posted to the assignment in Canvas.
 - Option #1: Should contain 20 academic articles related to your topic. Each annotation should focus on the unique contribution of each article and what it contributes to the overall argument that you are developing for your literature review. Due 3/22.

- Option #2: Should contain 10 academic articles related to the skills associated with your practice. Each annotation should focus on elucidating the effective and ethical actions associated with your practice. Due 3/22.
 - Option #3: Should contain 10 academic articles related to the findings from your observations. Each annotation should focus on drawing connections between your observations and the results of the academic studies. Due 3/22.
 - Option #4: Should contain 10 academic research studies related to your proposed study. Each annotation should focus on what each study answers about your overall research questions. Due 3/22.
5. *Final Paper (100 pts)*: Submit 15-20 double-spaced page final paper on 4/28. The structure of paper should follow the description of above and I recommend you consult with me, especially if you are doing Option #2 or #3.

CALENDAR for COMM 512 Spring 2021

*Readings must be done by the dates under which they are listed.
Schedule is subject to change and changes will be announced via Canvas.*

DATE	TOPIC	READING	ASSIGNMENTS AND NOTES:
1/11 T	Introduction Why care about risk communication?	In class: Ebola vs. Influeza Historical Roots of Paleo Modern Day Gluttony	
SOCIAL CONSTRUCTION OF RISK			
1/13 R	What is Risk Communication • What is risk? • How has the definition of risk shifted in society? • Why does it seem like we notice more and more risks?	Lupton—Introduction (24 pp)	Submit: Reading Response Application Post #1

1/18 T	Risk & Food Case Study - What is nutritionism? - Is nutritionism a risk? - Why do we have complicated relationship with food?	Pollan—Introduction (15 pp) Stone—Introduction	Case Response #1 <i>Grad students meet to discuss project this week</i>
1/20 R	Thinking about Risk Through Math, Economics, Psychology, and Linguistics - How is risk communication more than transmitting accurate scientific information? - How is risk communication more than adapting to individuals' perceptions? - What are the 4 primary ways of conceptualizing risk?	Lupton--Ch 2 Theorizing Risk (26 pp) Listen: "Invention of Hydration" podcast from Decoder Ring	Submit: Reading Response Application Post #2
1/25 T	Risk Construction, Culture, and Morality - What is the relationship between culture, morality, and risk? - How is body, purity, and pollution related to risk? - Can a risk be considered without a sense of morality and/or blame? - If Douglas is right (p. 55), what does risk communication mean? Does it even matter to try to communicate about risk?	Lupton--Ch 3 Risk and Culture (25 pgs)	Submit: Reading Response Application Post #3 <i>Grad students meet to discuss project proposals this week</i>
1/27 R	Age of Nutritionism - What is the role of science for defining food health and risk? - What other factors influence definitions of food risk (perception, culture, morality, blame, etc)? - What is the role of ideology for shaping risk?	Pollan—Section 1, Ch 1-10 (pp. 19-81, 42 pgs.)	Case Response #2
2/1 T	Risk and Reflexivity - Is our world more risky in contemporary times than it was in pre-modern and early modern times? How has modernity made it difficult to believe in expert knowledge? - Does our technology make our world more or less risky? - How is risk both "real" and "socially constructed?" - How is risk related to reflexivity and individualization?	Lupton--Ch 4 Risk & Reflexive Modernization (30 pp.)	Submit: Reading Response Application Post #4 <i>Grad students abstract due</i>
2/3 R	God's Intent for Food - What does Stone believe is God's intent for how we relate to food? How is this different than the reflexive risk we experience in everyday life? - How does Stone's writing illustrate Beck's ideas about the problems of individualization and risk? - How is it different from nutritionism? - How do we see risks of food framed in Stone's writing?	Stone—Ch 1 - Ch 3 (60 pp.)	Case Response #3
2/8 T	Mini Photovoice Presentations		Submit: Mini-Photovoice Presentation

2/10 R	Risk and Control - Do our institutions micro-manage the risks in our lives? - How is the idea of "choice" embedded in institutional policy about risk in such a way that it exerts concertive control?	Lupton--Ch 5 Risk & Governmentality (30 pgs.)	Submit: Reading Response Application Post #5
2/15 T	The Western Diet and the Diseases of Civilization - How has technology and the modern western food system introduced new risks? - How has government tried to manage these risks in overt and covert ways? - How are the risk messages associated with nutritionism embedded in our cultural rationales and decision-making?	Pollan—Section 2, Ch. 1-3 (50 pgs)	Case Response #4 <i>Grad students meet to discuss conceptual cocktail party this week</i>
2/17 R	Risk Communication and Food: The Parts and the Whole - How do Pollan's recommendations about food reflect disciplinarily and control? - Is Pollan's advice about eating an effective risk message? Ethical risk message? - How do Stone's recommendations about food reflect an attempt to rise about issues of morality/blame, reflexivity/anxiety, and disciplinarity/control? Do you think she succeeds? - Is Stone's perspective an effective message about risk? Ethical message?	Pollan—Escape from the Western Diet pp. 139-170 (30 pgs.) Stone—Ch 5, 7 (34 pgs.)	Case Response #5
2/22 T	Photovoice Workshop	<i>Bring your photos, posters, and other supplies to class</i>	
2/24 R	Risk Communication and Your Experiences	Photovoice Poster Session	Photovoice Posters due
3/1 T	Exam #1	<i>Bring your laptops to class. Exam will be taken on Canvas.</i>	
RISK PARADIGMS			
3/3 R	Risk Analysis Paradigm "Risk as Numbers" - How did risk develop as a social concept? - How is this connected to numbers and calculation?	Covello-History of Risk (15 pp)	
3/8 T	Risk Analysis Paradigm (Part 2) "Risk as Numbers" - How do scientists calculate a risk? - What are threats to scientific perspective about risk? - List strategies for creating risk messages	- Ropeik-Calculating Risk (14 pp) - Ryan-Scientific Literacy (12 pp)	Risk in the News Submit: Risk Communication Strategies List #1 Submit: Topic for Social Media Campaign
3/10 R	Psychometric Paradigm "Risk as Feelings" - How does psychometric paradigm help make messages more relevant? - List strategies for creating risk messages	Renn-3 Decades of Risk (18 pp)	Risk in the News
Spring Break 3/14-3/18			

3/22 T	Psychometric Paradigm “Risk as Feelings” - How is affective similar and different from emotions? - How do individuals use both reasoning and experience to form a risk judgment? - What are the limitations? - List strategies for creating risk messages	Slovic-Risk Analysis and Feelings (11 pp)	Risk in the News Submit: Risk Communication Strategies List #2 <i>Grad students submit annoyed bibliography</i>
3/24 R	Expert/Lay Dichotomy (Psychometric Paradigm) “Risk as Numbers” vs. “Risk as Feelings” - Whose risk framing do we listen to? - Does the description of dichotomy inevitably lead to treating lay framing as a “deficit model?” - List strategies for creating risk messages	- Elliot-Risk Frames (8 pp) - Skarlatidou-Mental Models to Webpage (14 pp)	Risk in the News
3/29 T	Expert/Lay Dichotomy (Message Paradigm) “Risk as Facts” - How do message maps help create risk communication? - What is missing with message map strategy? - List strategies for creating risk messages	Covello-Message Maps (18 pp)	Risk in the News Submit: Risk Communication Strategies List #3 Submit: List of Research Articles
3/31 R	Social Media Campaign Workshop #1	<i>We will work on message maps—bring your laptops and 10 sources about your risk</i>	Risk in the News
4/5 T	Message Paradigm “Risk as Interacting Arguments” - Which arguments are interacting in risk communication? - Is this a view about “risk,” “risk communication,” or both? - How does this view incorporate all paradigms? - List strategies for creating risk messages	Sellnow—Risk Communication as Interacting Arguments (14 pp)	Submit: Message Map
4/7 R	Message Paradigm “Risk as Story” - How does narrative help understand complexity of risk messages? - How does this approach differ from message map and scientific literacy approach? - List strategies for creating risk messages	Finucane-Risk As Narrative (14 pp)	Risk in the News
4/12 T	Message Paradigm “Risk as Fear Appeal” - What is the difference between fear and danger? - What is role of efficacy for improving effectiveness of messages? - List strategies for creating risk messages	- Stephenson & Witte-Parallel Processing of Risk Messages (8 pp) - Botta-EPPM and Handwashing (7 pp)	Risk in the News Submit: Risk Communication Strategies List #4
4/14 R	Risk Communication Social Media Campaign Workshop #2		Risk in the News

4/19 T	Social Paradigms "Risk as Relational" • How is risk amplified through society? • What is trust? How do we assign it? • Does social trust help us make better risk decisions? • List strategies for creating risk messages	• Kasperson-Social Amplification of Risk (10 pp) • Cvetkovich—Risk and Social Trust (14 pp)	Risk in the News Submit: Communication Strategy Plan
4/21 R	Social Paradigms (Part 2) "Risk as Individual Burden" • How do individuals bear risk at personal level? • How do risk discourses sort people into groups? • How does this perspective challenge expert/lay dichotomy? • What are ethical concerns about risk messages?	Lupton—Ch 7 Risk and Otherness (29 pp)	Risk in the News Submit: Risk Communication Strategies List #5
4/26 T	Social Media Campaign Workshop #3		Risk in the News
4/28 R	Presentations for Social Media Campaign		Submit: Social Media Campaign <i>Grad students submit final project</i>
5/4 W	Final Exam Period: Wednesday (5/4) 12:00-1:45 PM Exam #2 <i>Bring your laptops to class. Exam will be taken on Canvas.</i>		

References for Articles on Canvas

- Covello, V. T. (2006). Risk communication and message mapping: A new tool for communicating effectively in public health emergencies and disasters. *Journal of Emergency Management*, 4(3), 25–40. <https://doi.org/10.5055/jem.2006.0030>
- Covello, V. T. (2009). Strategies for overcoming challenges to effective risk communication. In R. L. Heath & H. D. O'Hair (Eds.), *Handbook of risk and crisis communication* (pp. 143-164). Sage.
- Covello, V. T., & Mumpower, J. L. (1985). Risk analysis and risk management: A historical perspective. *Risk Analysis*, 5(2), 103–120. <https://doi.org/10.1111/j.1539-6924.1985.tb00159.x>
- Cvetkovich, G. & Löfstedt, R. E. (1999). *Social trust and the management of risk*. Earthscan.
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- Renn, O. (1998). Three decades of risk research: Accomplishments and new challenges. *Journal of Risk Research*, 1(1), 49–71. <https://doi.org/10.1080/136698798377321>
- Ryan, M. (2009). Science literacy and risk analysis: Relationship to the postmodernist critique, conservative Christian activists, and professional obfuscators. In R. L. Heath & H. D. O'Hair (Eds.), *Handbook of risk and crisis communication* (pp. 247-267). Sage.
- Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Littlefield, R. S. (2009). Chapter 1 Introducing a message-centered approach to risk communication. *Effective Risk Communication* (pp. 3–18). Springer.
- Skarlatidou, A., Cheng, T., & Haklay, M. (2012). What do lay people want to know about the disposal of nuclear waste? A mental model approach to the design and development of an online risk communication. *Risk Analysis*, 32(9), 1496–511. <https://doi.org/10.1111/j.1539-6924.2011.01773.x>
- Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis*, 24, 311–322. <https://doi.org/10.1111/j.0272-4332.2004.00433.x>
- Stephenson, M. T. & Witte, K. (2001). Creating fear in a risky world: Generating effective health risk messages. In R. E. Rice & C. K. Atkin (Eds.) *Public communication campaigns*, 3rd ed (pp. 88-102). Sage.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices (e.g., laptops, cell phones, tablets, smart phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Course Policies

Attendance

You are expected to attend every class session. This is a discussion class and your presence is desperately needed in our learning community. Each class session is designed to help you master and apply the material (not simply memorize material from a textbook). Moreover, the case studies and discussions are designed to increase your critical thinking skills—an asset that is valued in any social and professional context that you pursue in life.

Tardies

You are also expected to arrive at class on time and stay the entire period. By attending to timeliness you demonstrate professionalism and minimize distractions in the class session.

Participation

This is an upper level class and therefore you should expect that this course will be demanding. You should note that you will contribute about 4 hours a week outside of class. You should plan to read before class so that you will have interesting ideas to contribute to the discussion. If you approach the assignments with a curiosity about conflict management—with a focus on areas that interest you the most—you will find yourself learning more about the subject and able to create intelligent and interesting insights for class assignments and class discussion.

One of your responsibilities as a student is to add to the intellectual conversation by freely exchanging ideas with your classmates about the course content and cases presented. You should seek to individually understand other views, articulate your views, and seek out possibilities for integration (although clearly this won't be possible in all cases). Proper classroom behavior also involves showing respect for views other than your own. It is acceptable to disagree with a speaker and to question his/her arguments, but this must be done respectfully. Hopefully, these discussions will enable you to form your own views about the course content that are based on the assigned knowledge while also reflecting honest acknowledgement and struggle with the complexities that are inherent in understanding risk communication.

Additionally, I expect you to follow all policies in the [ACU student handbook](#) regarding dress and comportment.

Written Assignments

All written assignments should be typed in a 12 point conventional font with conventional spacing and one-inch margins. Homework assignments can single-spaced. All major assignment papers should be formatted in APA style according to the 7th edition manual from 2019. In particular you should attend to properly formatting the title page, the abstract, headers, and citations.

Late Work

I expect you to complete all assignments on schedule. Any assignments that are late will be lowered by 5% of its grade value for each day past the due date. Assignments will not be accepted more than 7 days after the original due date.

Make-up Work

Students who miss class for university-sponsored reasons or who have been assigned to quarantine may turn in the assignment up to 7 days after you return to class. If the work is turned in past the grace period, it will receive a zero. You must initiate all conversations about this using email so that we both have a record of what has been determined.

Grade Appeals

If you wish to contest a grade, you must wait 24 hours. After the 24-hour period has elapsed, you have one week (7 days) to bring me your objection in the form of *typed, rational argument* that is based on the assignment expectations as communication in Canvas, in the syllabus, and on the assignment rubric (if applicable). I will consider your argument and schedule an appointment to discuss your objections and my decision. Please do not discuss grade concerns with me before, during, or after class.

Technology Use

For the most part, students may not use personal technology during class sessions. All mobile phones, tablets, and laptops should be kept put away in pockets and personal bags. Notifications from smart watches should be ignored. Occasionally, we will use laptops for class work. I will notify the class via email and Canvas which days they should bring devices and plan to use them in class. The reason for this policy is to create a learning environment in which we humanely and respectfully engage with each other and our ideas about the course material.

University Policies

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy

A zero-tolerance policy is in force regarding academic dishonesty. As defined by the ACU Academic Integrity Policy: "Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying." Violations of academic integrity can occur in any assignments for the class—written papers, creative assignments, presentations, role plays, journal and reflection assignments, and any other daily assignments submitted for grades. The ACU policy explains that, "Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your

school, and the Dean of Student Life will be notified.” See the full university policy, including how to appeal a decision, by following [this link](#).

Specific examples of academic dishonesty in this course include, but are not limited to the following:

- Using others’ ideas and words without proper documentation (such as failing to cite original sources of information and/or use quotation marks appropriately)
- Using other students’ work as your own, including another student’s ideas, phrases, paraphrases, and/or sentence structure in part or in whole
- Using examples provided by the instructor as your own
- Falsifying information (that is making up information yourself or getting made up information from a poor quality source)
- Sharing, giving, and/or showing any written work you have completed to another student when it is an individual assignment
- Working with another person on an assignment when it is an individual assignment (this does not include working with tutors who coach you and refrain from doing the work)
- Allowing another person to use your ideas, phrases (including paraphrases), or sentence structures and/or to copy your work in part or in whole
- Using graphics and photographs that you do not have rights to use
- For the photovoice assignment, using photographs that you personally did not take.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Dr. Dorothy Andreas
Sherrod 134b
dca20a@acu.edu

Feb 7, 2022

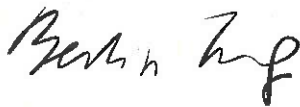
Re: Review of COMM 512

Dear Dr. Andreas,

Thank you for submitting the application for course *COMM 512: Risk Communication* for review. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements in an exemplary way.

Please note that this letter is not meant to be a final approval in the course application process. Members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" and the last name "Ziegler" being the most prominent parts.

Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 7, 2022
TO: Dr. Lynette Sharp Penya
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Syllabus for COMM 512– Risk Communication

After reviewing the course syllabus, the library should be able to adequately support the proposed course. If additional resources that are needed for the course. Please contact our Library Acquisitions Coordinator Holly Dameron at hxd16b@acu.edu .

Thank you for letting us examine the course syllabus.