COMMUNICATION 321
INTRODUCTION TO HEALTH COMMUNICATION
SECTION 1
SCHED 20917

INSTRUCTOR:
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Office Hours: T 1:00 – 2:30PM
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Course Information:
Course Description (from the catalog): Analysis of how people understand, share ideas about, and adjust to health and illness. Personal, interactional, cultural, and political complexities of health beliefs, practices, policies.

This course is designed to be an introduction to the field of health communication. The course is divided into three specific components. Over the course of the semester, we will explore the various ways that individuals, organizations, and societies define basic terms like illness and wellness. From this foundation, we will explore the ways that personal relationships across the lifespan contribute to (and detract from) total health. Finally, we will discuss ways that individuals can use health information to bring about positive changes in their relationships, communities, and society at large. Throughout the semester, students will have the opportunity to apply their knowledge of health communication in one of three community-based service activities.

Course Objectives. By the conclusion of the semester, students will:
• Define and critique personal, cultural, social, and organizational understandings of “health.”
• Analyze the effect of significant relational events on personal health and wellness outcomes.
• Understand the principles of health advocacy, including health communication campaigns and personal advocacy of health behaviors.
• Demonstrate the ability to identify core assumptions and claims of several historically and contemporarily perspectives in health communication research.
• Demonstrate the ability to engage in reasoned analysis and critique of existing efforts to promote or enhance health communication.
• Engage in the process of solving health problems by presenting a cogent, credible, and complete argument in favor of a new approach to a health-related problem.
• Present writing in a scholarly form that is consistent with the guidelines of the American Psychological Association’s Publication Manual.

General Education (GE) Statement. The Social and Behavioral Sciences focus on human behavior, cognition, and organization from anthropological, economic, geographic, linguistic, political, psychological and
sociological perspectives. Students gain an understanding of society and culture, as well as individual and social interaction processes. Disciplines within the Social and Behavioral Sciences employ the scientific method and utilize both quantitative and qualitative techniques to analyze the diversity and complexity of human experience. Through interdisciplinary learning, students explore the relationships between human societies and the physical environment.

This is an Explorations course in Social and Behavioral Sciences. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

**Required Textbooks:**

**Course Policies:**
Although there is no formal attendance policy, students are expected to attend class when it is scheduled. Please be on time for class and stay for the entire period. If you should need to excuse yourself early from a class session, please let me know ahead of time. People walking in and out of the room are very distracting to me and to others in the class. Should you need to miss class for any reason, it is your responsibility to find out what you missed. You should get the notes from a classmate – the instructors will not “share” their notes with a student for any reason. Afterward, you can come to an instructor’s office hours to discuss the material covered in class.

**Communication Etiquette.** Should you need to contact a member of the instructional team at any point during the semester, the best alternative is to see one of us in person. We have regularly scheduled office hours and are available on campus outside of these scheduled times (it is best to make an appointment in this case). The next best alternative is to send an email. Instructors check email very often during weekdays and periodically on weekends.

When contacting a member of the instructional team, you will be expected to maintain a professional and respectful tone in your email. Violations of this expectation include, but are not limited to, all of the following: typing messages in ALL CAPS, beginning messages with a subject line of “Read Immediately” (or similar), and writing in text-messaging shorthand. Also, please exercise patience when sending emails. The lack of an immediate reply to your message does not mean that you will not receive a response, and resending multiple emails in the span of a few hours is not acceptable. If you have not received a reply within 48 hours (during regular weekdays), you can assume that one of two things happened: (1) your message did not go through, or (2) your message contained a question about information outlined in the syllabus (see *Information Availability* policy below).

**Information Availability.** Students are encouraged to make use of the syllabus for information about assignment guidelines and due dates as well as testing procedures and exam dates. Although questions about class material are always welcome, questions about procedures and scheduling will likely be answered by information provided in the syllabus. Any student question regarding information explicitly detailed in the syllabus will receive no reply.

**Classroom Etiquette.** The School of Communication, as a representative of SDSU and higher education, expects students to engage in behaviors enhancing classroom learning environments. The Instructor is
responsible for optimizing learning not only for individual students, but for all students comprising a class. Behaviors disruptive to the classroom instruction are thus not tolerated. Among the actions that are considered disruptive to the learning environment are:

- The use of cell phones, and/or computers/laptops/tablets, not directly related to the course and its instructional objectives, materials, or contents (e.g., using social media or Facebook for conversation, correspondence, emailing, texting, tweeting, or other activities).
- Conversations with other students, during class lectures and related activities, that are distracting to shared attention and collaborative learning.
- Reading, sleeping, harassing, bullying, or related activities exhibiting disrespect to the instructor or fellow students.
- Consistently entering late, leaving early, or leaving often from class.
- Activities that are grossly inappropriate, threatening or dangerous, including the use of language that is racist, sexist, homophobic, or contains other forms of personal insults.

When students’ actions distract from learning objectives, instructors may be required to intervene to minimize disruptive conduct. For example, if a student is observed texting in class, Instructor may request that the cell phone be turned in for the remainder of class. Or if a student is using a laptop to access Facebook or e-mail, Instructor may ask the student to close the technology until the end of class.

Should repeat offenses occur, with fair warning, each Instructor will determine fair and appropriate consequences for these disruptive behaviors. Should an emergency occur or require monitoring, or if students observe violations of these policies distracting to their learning, they are encouraged to inform the instructor as soon as possible.

Certain other activities may be acceptable, but only with permission or by direction of the Instructor. Such activities include:

- Filming, taping, or otherwise recording the class;
- Accessing the Internet to elaborate or clarify class content;
- Requesting that computers/laptops/tablets may be permitted, but only if the students are seated in the front row(s) of the classroom.

**Sensitive Subjects.** Throughout the course of this semester, we will be touching on a number of very sensitive issues including violence, sexuality, family, and loss. Our goal this semester is to create an open dialogue where we can discuss how the theories and concepts analyzed in research become real through lived experience; therefore, I ask that you keep the information shared in class privileged. Please be respectful of your classmates by treating their stories with care and sensitivity.

Issues of personal violence and loss can be particularly difficult to manage. If you find yourself in need of extra care, counseling, or support this semester, please feel free to take advantage of one or more of the services listed below:

- **At SDSU:** Students who require immediate psychological help are seen on an emergency basis by calling C&PS at (619) 594-5220 during business hours.
- After hours, students can call the San Diego Access and Crisis 24-hour Hotline at (800) 479-3339. Other emergency services include: Student Health Services Nurse Advisory Line at (888) 594-5281; or University Police at (619) 594-1991.
- **Other Therapist referral lines:**
  
  Counseling & Psychotherapy Referrals: 619.232.9622
  Psychiatrist Referrals: sandiegopsychiatricsociety.org
  Psychologist Referrals: 619.291.3451
  Psychotherapists Referral Service: 619.296.9011
Extra Credit. The School of Communication offers extra credit research opportunities to students enrolled in courses participating in SONA, an online research recruitment system. Because the School of Communication seeks not only to distribute knowledge through teaching, but also generate it through original research, students in the School of Communication may participate in authorized research projects. Participation in such research provides important insights into this process of knowledge generation.

Student accounts on SONA are automatically generated at the beginning of each semester. Research studies with available participation slots can be accessed at the following website: http://sdsu.sona-systems.com. Every 30 minutes of research participation is equivalent to a ½ SONA credit. Participation in each ½ credit research project will generate 2 extra credit points that can be applied to a participating communication course.

Students under 18 are typically NOT eligible to participate in SONA studies. Alternative extra credit assignments are provided for those students by the researcher listed for each individual study.

Extra credit cannot be guaranteed as it is dependent on the NEED of research participants in departmental research.

1. Eligibility: Only research projects approved and listed on the SONA website are eligible.
2. Announcement of Opportunities: It is the students' responsibility to check the SONA website for available studies. Announcements of newly posted studies are likely to be made, but not guaranteed.
3. Availability of Opportunities: Research in a program ebbs and flows. Participation is only available during the active windows of time specified by each study. Opportunities for participation may or may not be available in any particular semester, or at any particular time of the semester.
4. Record of Participation: The SONA researchers will keep a record of student participation. A record of awarded participation is available in each student account.
5. Grade: No more credit is available than is indicated above--there are no "additional" projects or sources for achieving extra credit in the course.
6. Ethics: It is also important to emphasize that any attempt to falsify participation in research for the sake of receiving unearned credit is a form of academic dishonesty, and will be a basis for failure of a course and initiation of proceedings with the office of Student Rights & Responsibilities.

Questions regarding SONA account information or questions NOT ANSWERED in this section of the syllabus can be directed to Dr. Rachael Record (rrrecord@mail.sdsu.edu).

Course-Specific SONA Information
Students can apply SONA credits to this course with a MAXIMUM OF 3 CREDITS accepted. This is equivalent to 12 extra credit points (or 2.4% toward your final overall grade) in this course. Course instructors should not be contacted regarding SONA studies, participation, or questions.

APA Formatting for All Written Assignments. As of Fall 2007, the School of Communication requires student papers to be formatted according to Publication Manual (6th ed.) of the American Psychological Association. Therefore, a substantive amount of the grade for written assignments in this class is based on compliance and accuracy with which the APA style is used. Resources are widely available for providing guidance in the APA style, including: the library (http://infodome.sdsu.edu/refworks/index.shtml), bookstore, Word 2007, and the School of Communication website. There is also a brief primer in APA style posted under “Course Documents” on the Blackboard site for this course.

Students with Disabilities. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon
disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**ACADEMIC INTEGRITY:**
All assignments must be your original, non-redundant work. When employing or drawing upon the ideas of other scholars, provide appropriate references to their work in order to avoid plagiarism, whether intentional or accidental (see the Academic Dishonesty Policy of the School of Communication – Appendix C). All assignments and exams are expected to be the students’ own work – evidence that students have worked inappropriately, copied from a classmate, or submitted anyone else’s work for credit, will be treated as an example of academic misconduct. Any evidence of academic dishonesty or plagiarism, whether intentional or not, will result in an “F” for this course.

Forms of academic misconduct include, but are not limited to:
- Turning in a paper written by another student as your own work
- Failing to cite the original author of any article, book, or website consulted during the preparation of your work
- Purchasing a paper available for sale on the Internet or from another source
- Copying another student’s work on an exam
- Submitting the same work as another student in the class
- Submitting a paper you wrote for a different class in the current or previous semester for credit in this class

Please note that the above list is NOT exhaustive, instead, these are the types of academic misconduct that seem to occur most commonly. There are MANY other behaviors that constitute academic misconduct. Please refer to the Academic Dishonesty Policy of the School of Communication (Appendix C), the San Diego State University Student Rights and Responsibilities website (http://csrr.sdsu.edu/conduct1.html), or the SDSU Course Catalog (http://arweb.sdsu.edu/es/catalog/2014-15/GeneralCatalog/143_UniPolicies.pdf, beginning with the section titled “Student Conduct” on p. 477) for more information about the nature of, and penalties for, situations of academic dishonesty.

In my experience, most situations that result in academic misconduct can be attributed to students feeling overwhelmed by the course content and/or significant problems occurring outside of the course. If you begin to feel like you are having trouble with this course or a particular assignment, please come and see me. I will be more than happy to assist you in any way possible so that you can succeed in this class without resorting to dishonesty.

**Policy Regarding Retention of Student Records.** All records from the course will be retained by the instructor for a period of one year from the conclusion of the semester. So, course records from a course concluding in May 2015 will be available until the conclusion of the semester in May 2016 and so on. Student records will be permanently destroyed at this point, so if you have questions or concerns regarding a grade after the conclusion of the semester, please contact your instructor as soon as possible.

**Syllabus Policy.** Although the instructor will make every effort to follow the structure of the syllabus as indicated herein, he reserves the right to make changes to the course policies, assignments, or schedule. Students will be notified of such changes in a timely manner via Blackboard, email, in-person announcements, and other appropriate communication channels.
ASSIGNMENTS & GRADING

Final grades will be based on the accrual of points over the semester. Graded assignments include:

- **Final Project**: 100
- **Exams (3 @ 100)**: 300
- **Reading Response**: 50
- **Class Participation**: 50
- **Total**: 500

**Final Assignment.** This semester, you will have the opportunity to create a brochure designed to promote healthy behaviors for an issue that is important to you. Full details about project appear in Appendix B.

**PLEASE NOTE:** There are three different due dates for this project over the course of the semester: March 18, April 8, and April 22. Students will sign up for a project due date during the third week of the semester. Due dates must be selected no later than Friday, February 12 – any student who has not selected a due date by this time will be assigned one by a member of the instructional team. Once your due date has been set, your assignment must be submitted by 11:59PM on this date – NO EXCEPTIONS. Failure to submit your assignment by your selected date (assignments can always be submitted earlier) will result in a grade of ZERO for the project.

**Exams.** There will be three exams throughout the course of the semester: two midterm exams (February 23 & March 22) and a final exam (May 10). Exams will consist of items that can be answered on a ParScore Form (the long skinny red one) such as multiple choice, true-false, and matching. Exams will not be given early or late without documentation of an EXTREME emergency. If you request to take an exam early or late, please be prepared to show documentation to the instructor – this policy is applied to all students in all situations for the sake of fairness. Exams are worth 100 points each.

**Class Participation.** Most weeks we will engage in a brief class discussion or activity of some type. This will generally take the form of multiple choice review questions or open-ended poll questions that will be facilitated through the CourseKey Student Engagement App (www.thecoursekey.com). Other participation assignments will involve preparing a brief response to a guest speaker’s presentation after class has ended. When preparing a written response, you will need to do the following to earn the full five points for the assignment: remark on what you learned from the presentation that will stick with you (2 points), highlight your favorite portion of the presentation by including SPECIFIC references to the presentation (2 points), utilize proper spelling and grammar (1 point).

The maximum number of points that can be earned for in-class participation is 50 points, however, the total for each specific day of class will be determined by the number of days in which class participation is allowed. Regardless of the total number of class participation activities included in the course, students will be able to miss TWO class participation assignments with no penalty to their grade whatsoever.

**Reading Responses.** Each week, a set of guided reading questions will be posted on Blackboard. These will most often appear in the form of multiple-choice questions with feedback. Students will be able to complete these assignments at any point up until the start of class (by 3:59PM) on the week in which they are due.

**Final Course Grades.** Final grades will be awarded according to the following point distribution. You should not expect these distributions to change (e.g., “curving”) nor should you expect to be “bumped up” if you are within a few points of the next highest grade.

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>460-500</td>
<td>B+</td>
<td>440-449</td>
<td>C+</td>
<td>390-399</td>
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<tr>
<td>A-</td>
<td>450-459</td>
<td>B</td>
<td>410-439</td>
<td>C</td>
<td>360-389</td>
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<td></td>
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<td>B-</td>
<td>400-409</td>
<td>C-</td>
<td>350-359</td>
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<td>F</td>
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TENTATIVE COURSE SCHEDULE
Although every effort will be made to follow the proposed schedule as closely as possible, the instructor reserves the right to make changes in the order in which certain topics are presented. I will do my best to inform students of schedule changes as far in advance as possible.

UNIT 1: DEFINING “HEALTH:” PERSONAL AND SOCIAL COMPLEXITIES

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic:</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 26</td>
<td>Introduction to the course</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Thinking about “health communication”</td>
<td>Chap. 1</td>
</tr>
<tr>
<td>February 2</td>
<td>Illness, narrative, identity, and healing</td>
<td>BB</td>
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<tr>
<td></td>
<td>Reading Response 1</td>
<td></td>
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<tr>
<td>February 9</td>
<td>Cultural complexities of health and illness</td>
<td>Chap. 5</td>
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<td></td>
<td>Reading Response 2</td>
<td>Chap. 9</td>
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<tr>
<td>February 16</td>
<td>Interacting with healthcare providers</td>
<td>Chap. 2</td>
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<tr>
<td></td>
<td>Reading Response 3</td>
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<tr>
<td>February 23</td>
<td>4:00 – 5:00PM WRAP-UP AND REVIEW 5:15PM: EXAM 1</td>
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<tr>
<td>March 1</td>
<td>Healthcare management and organizations</td>
<td>Chap. 6</td>
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<td><em>US Healthcare: The Good News</em></td>
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<td></td>
<td>Communicating within healthcare organizations</td>
<td>Chap. 11</td>
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<td></td>
<td>Reading Response 4</td>
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UNIT 2: HEALTH COMMUNICATION ACROSS THE LIFESPAN

| March 8         | Beginning relationships: Birth                               | BB                      |
|                 | Guest Speaker, Doula Stacey Scarborough                      |                         |
|                 | Reading Response 5                                           |                         |
| March 15        | Maintaining relationships: Intimacy & support                | Chap. 4                 |
|                 | Reading Response 6                                           | BB                      |
| March 22        | 4:00 – 5:00PM: WRAP-UP AND REVIEW 5:15PM: EXAM 2             |                         |
| March 29        | NO CLASS: SPRING BREAK                                       |                         |
| April 5         | Dealing with personal challenges in relationships            | Chap. 3                 |
|                 | End-of-life communication                                    |                         |
|                 | Guest Speaker Speaker TBA, Hospice                           |                         |
|                 | Reading Response 7                                           |                         |
UNIT 3: USING HEALTH INFORMATION TO EFFECT CHANGE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Section</th>
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</thead>
<tbody>
<tr>
<td>April 12</td>
<td>Evaluating health information</td>
<td>Chap. 12</td>
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<td></td>
<td>Health Literacy</td>
<td>BB</td>
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<tr>
<td></td>
<td><strong>Reading Response 8</strong></td>
<td></td>
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<tr>
<td>April 19</td>
<td>Media, technology, and health information</td>
<td>Chap. 7</td>
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<tr>
<td></td>
<td><strong>Reading Response 9</strong></td>
<td>Chap. 8</td>
</tr>
<tr>
<td>April 26</td>
<td>Health Campaigns</td>
<td>Chap. 10</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Response 10</strong></td>
<td></td>
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<tr>
<td>May 3</td>
<td>Activism and advocacy: Some conclusions</td>
<td>Chap. 13</td>
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</table>

**FINAL EXAM: TUESDAY, MAY 10, 4:00 – 6:00P**
Appendix A
THE ACADEMIC DISHONESTY POLICY OF THE SCHOOL OF COMMUNICATION

Plagiarism is theft of intellectual property. It is one of the highest forms of academic offense because in academe, it is a scholar’s words, ideas, and creative products that are the primary measures of identity and achievement. Whether by ignorance, accident, or intent, theft is still theft, and misrepresentation is still misrepresentation. Therefore, the offense is still serious, and is treated as such.

Overview:
In any case in which a Professor or Instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. However, the faculty/instructor(s) will confer with the director to substantiate the evidence. Once confirmed, the evidence will be reviewed with the student. If, following the review with the student, the faculty member and director determine that academic dishonesty has occurred, the evidence will be submitted to the Office of Student Rights and Responsibilities. The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office.” (CSSR Website[1]).


Intellectual Property:
The syllabus, lectures and lecture outlines are personal copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

Proper Source Attribution:
Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment. Text that is identical with another source but without quotation marks constitutes plagiarism, regardless of whether you included the original source.

Specific exemplary infractions and consequences:
a. Reproducing a whole paper, paragraph, or large portions of unattributed materials (whether represented by: (i) multiple sentences, images, or portions of images; or (ii) by percentage of assignment length) without proper attribution, will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

b. Reproducing a sentence or sentence fragment with no quotation marks but source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment. Repeated or serious cases will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

Self-plagiarism:
Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of self-plagiarism. Consequently, a given paper should never be turned in to multiple classes. Entire
paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Secondary citations:**
Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. In general, *if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea*. There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
- Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

**Solicitation for ghost writing:**
Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty in this course. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course.

**TurnItIn.com**
The papers in this course will be submitted electronically in Word (preferably .docx) on the due dates assigned, and will require verification of submission to Turnitin.com.

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material” (source: language suggested by the CSU General Counsel and approved by the Center for Student’s Rights and Responsibilities at SDSU)
Specific exemplary infractions and consequences

- **Course failure:** Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, or solicitation of a ghost writer, will result in assignment of an "F" in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR).  

- **Assignment failure:** Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will minimally result in an "F" on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.

- **Exacerbating conditions—Amount:** Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.

- **Exacerbating conditions—Intent:** Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.

- **Exceptions:** Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

HOWEVER, THERE ARE NO EXCUSES ALLOWED BASED ON IGNORANCE OF WHAT CONSTITUTES PLAGIARISM, OR OF WHAT THIS POLICY IS
Appendix B
Health Brochure Problem Analysis Assignment

The main project this semester will be the preparation of a research-based brochure* that will inform readers about cutting-edge research designed to promote health in one (or potentially more) problem areas. Templates for the brochure, as well as a guide for research, will be available for download from Blackboard later in the semester.

The purpose of the assignment is to select a relevant health challenge (suggestions for possible topics are listed below) and investigate new research that is specifically aimed at improving health for someone who is (or likely will be) affected by the identified health challenge. The brochure should have at least three parts: an introduction, a summary of major research findings, and suggestions/conclusions. Each of these sections are described in more detail below. The brochure should have a minimum of five sources (two drawn from government databases or national/international health promotion organizations' websites and three drawn from peer-reviewed research articles). Brochures should contain between 450 – 650 words of text.

Due to the number of students enrolled in COMM 321, due dates for the brochure will be staggered over the last half of the semester. Assignments will be due on EITHER March 18, April 8, or April 22. Students will sign up for a project due date during the third week of the semester. Due dates must be selected no later than Friday, February 12 – any student who has not selected a due date by this time will be assigned one by a member of the instructional team. Once your due date has been set, your assignment must be submitted by 11:59PM on this date – NO EXCEPTIONS. Failure to submit your assignment by your selected date (assignments can always be submitted earlier) will result in a grade of ZERO for the project.

I. Statement of the Problem/Introduction of the Issue (approximately 30% of the brochure)
This portion of the brochure will introduce the problem in an interesting and thought-provoking way. This portion of the paper should accomplish two main objectives. (1) First, this section should establish the importance of the problem and clearly identify both the scope and outcomes related to the issue. (2) Second, this portion of the paper should also present a brief review of the background related to the issue. So, if you are looking into a health condition, this portion of the paper should focus on the symptoms, progression, and prognosis of the condition. If you are looking into a health behavior like diet or exercise, you should give some information about current exercise and dietary practices in the US, how these practices became normalized, and what the long-term health consequences of diet and exercise decisions are. If you are looking into care services like psychiatric care or hospice, you should consider detailing how these services became popular and discuss the nature and scope of the treatment offered within these programs. The Introduction should conclude with a preview of the main points to follow.

These are only a few examples of possible topics: The overall point of this section is to provide substantial information related to the background of the issue/problem that is investigated in the brochure. You are required to cite no fewer than two sources in this portion of your paper (sources could be pulled from news media, statistics from the CDC or Census Bureau to establish the scope of the problem, etc.). DO NOT CONSULT WEBMD FOR THIS PORTION OF YOUR PAPER; YOU WILL RECEIVE AN AUTOMATIC 20 PT. DEDUCTION.

II. Evidence-Based Research (approximately 50% of the brochure)
The largest portion of the brochure should include the results of no fewer than three research studies, drawn exclusively from peer-reviewed journal articles, that have accomplished one or both of the following ends: (1) examined one or more facets of the problem or (2) tested possible
interventions that might help to alleviate the problem. For example, if the problem is related to public policy, this portion of the paper might introduce research that has (1) identified structural disparities within the healthcare system and/or (2) examined the feasibility of new health delivery systems targeting underserved populations. This section should have a clear focus on identifying and describing cutting-edge research that addresses practices that can alleviate the problem.

III. Summary and Conclusions (approximately 20% of the brochure)
Building upon the work of the previous section, the paper should culminate with some reflections on the future of health communication in the area that has been investigated. This should (ideally) include two things. First, generate at least three pieces of communication-focused advice that could help someone deal with (or potentially avoid) the health issue you’ve investigated. This advice should have a clear connection to the research reviewed in the previous section. From there, speculate on what might be the next steps in understanding and combatting the health issue you’ve investigated.

In addition to these text-based elements, the brochure will also be expected to have at least one photographic element and display good (i.e., professional looking) use of design elements like font, color, and white space. Photographic elements must not be taken from materials presented in class or posted on the course Blackboard site.

The final brochure should be prepared in accordance with APA formatting guidelines regarding use of language, in-text citations, and references. Each section should clearly be identified by the appropriate section name.

Sample Topics for the Analysis Assignment

Supportive Communication
1. support-based interventions (the benefits of supportive interventions for a number of issues, including drug/alcohol use/abuse, bereavement, weight loss, exercise, etc.)
2. family/marital/domestic counseling programs
3. effects of parental conflict/separation/divorce on children

Healthcare Organizations
1. patient load/physician workload and quality of health information
2. wellness promotion/preventive care (enrolling in classes, seeking dietary/exercise programs, etc.)
3. use of technology and the web in health promotion, management, and engagement (benefits of patient management software programs – getting patients to sign up and utilize the services)

Patient-Provider Communication
1. patient health literacy: what it means to the patient and how they can improve it
2. physician communication training programs: getting physicians to improve interaction with patients
3. direct-to-consumer advertising of healthcare products/services (how to understand/interpret ads)
4. mediated sources of health information and effects on communication with primary care providers (how to talk to your doctor about information from the web)

Health-Related Public Policy
1. government health promotion: any program (foodguide, Get Out and PLAY, etc.)
2. access to healthcare/disparities in healthcare (e.g., how can people find healthcare?)
3. public debate surrounding healthcare systems and reform (what healthcare reform means)

Community Health Issues (specific issues related to one or more of the following communities)
1. College student health issues (diet, exercise, sexual health, mental health, drug/alcohol use, etc.)
2. Military personnel health issues (diet/exercise/fitness, mental health, sexual health, drug/alcohol use, etc.)
### Analysis Assignment Grading Rubric

#### Introduction & Background (25 points)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>0-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Introduction is based on a narrative that includes a clear connection to the topic</td>
<td>Narrative elements are present, but the story is incomplete, inconsistent, or not reflective of the investigation</td>
<td>Intermediate to 1-3</td>
<td>Narrative is complete, but connections to the larger health issue are absent (more context is necessary)</td>
<td>Intermediate to 3-5</td>
<td>Narrative is complete, connections to health issue clearly identified and articulated</td>
</tr>
<tr>
<td>Introduces the topic in an interesting way, establishes the need for additional research in the area.</td>
<td>Topic is not immediately clear and/or authors do not establish importance of research.</td>
<td>Topic is stated vaguely OR authors do not establish importance of topic.</td>
<td>Topic is presented in a clear and interesting way, importance of research weak or unrelated.</td>
<td>Topic is presented, clear and interesting, importance of research established but not elaborated.</td>
<td>Topic and need for additional research/interest in the topic are presented and elaborated clearly.</td>
</tr>
<tr>
<td>Introduction ends with a preview of main points.</td>
<td>There is no preview of main points to follow.</td>
<td>Preview of main points is implied rather than stated.</td>
<td>Preview is present, but isn’t consistent with the contents of the paper.</td>
<td>Preview is present and consistent with contents of the paper.</td>
<td>Preview is present, integrated with study purpose, and shows logic.</td>
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</table>

#### Background (5 points)

| Research: Present information relevant to the (1) history, (2) development, and/or (3) consequences of the health topic under investigation. | Existing information is not clearly identified in the text of the paper. | Existing information is presented, but information on two items numbered 1-3 (left) is missing. | Existing information is presented, but information on one item numbered 1-3 (left) is missing. | Existing information is presented; items 1-3 are complete. | Existing information about the health topic is presented, items 1-3 are complete, research is well-documented. |

#### Evidence-Based Research (30 points)

<table>
<thead>
<tr>
<th>New Evidence</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
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<tbody>
<tr>
<td>Demonstrates ability to locate and appropriately cite recent, relevant, and reasonable scholarly research, consisting of peer-reviewed journal sources.</td>
<td>One or two related sources, lacking in recency, relevance, or scholarly importance</td>
<td>Citation of only one recent, relevant, and scholarly source.</td>
<td>Citation of two recent, relevant, and scholarly sources.</td>
<td>Development of sound warrants for claims, with appropriate sources.</td>
<td>Key claims are clearly identified, articulated, and the evidential basis is elaborated in the sources.</td>
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<tr>
<td>Utility: Practicality of innovative research is highlighted within the presentation of the section.</td>
<td>Research is primarily (or exclusively) unrelated to the problem presented previously.</td>
<td>Research does not identify how the research presents innovation related to the problem.</td>
<td>Innovation is mentioned, but support is weak AND the structure of the arguments is underdeveloped</td>
<td>Innovation is mentioned, support is sufficient, arguments are mostly clear.</td>
<td>Clear, comprehensive presentation of the innovation in the research, superior arguments.</td>
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<tr>
<td>Focus: Proposed solution is clearly targeted at the stated problem, argument presents clear link between problem and solution.</td>
<td>Original problem is largely absent from discussion of proposed solution.</td>
<td>Proposed solution related to problem, link is mostly implied and evidence mostly indirect.</td>
<td>Proposed solution clearly addresses problem, specific arguments are weak or unclear.</td>
<td>Proposed solution addresses problem, arguments linking solution to problem are clear, compares new solution to existing.</td>
<td>Focus on problem clear, arguments present clear solutions to stated problem, includes superiority of new solution over existing.</td>
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</table>
### Advice & Conclusions (15 points)

<table>
<thead>
<tr>
<th>Connection to Research</th>
<th>0-2</th>
<th>2-4</th>
<th>4-6</th>
<th>6-8</th>
<th>8-10</th>
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<tr>
<td>Propositions:</td>
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<td>Demonstrate</td>
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<td>evidence in order</td>
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<td>to highlight the</td>
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<td>best advice with</td>
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<td>regard to the health</td>
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<td>topic.</td>
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<td></td>
<td>Key claims not clearly articulated, specific reference to research is not consistently provided.</td>
<td>Key claims incomplete, vague, or poorly evidenced.</td>
<td>Key claims articulated but inconsistencies in warrants &amp; evidence.</td>
<td>Key claims articulated with warrants and evidence but needs development.</td>
<td>Clear, comprehensive arguments, claims, warrants, &amp; evidence.</td>
</tr>
</tbody>
</table>

**Communication Focus**

<table>
<thead>
<tr>
<th>Content demonstrates relevance to the assignment and to the communication-based focus expected of the assignment.</th>
<th>0</th>
<th>2</th>
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<tbody>
<tr>
<td>There is no discernible direct link to the process of human communication, and/or no direct fulfillment of the specified assignment.</td>
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<td>There is a minor or indirect discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
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<td>There is a partial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
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<td>There is a substantial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
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<td>The entire project displays a direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
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### Presentation (10 Points)

<table>
<thead>
<tr>
<th>Brochure Elements</th>
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<tbody>
<tr>
<td>Visual Presentation:</td>
<td>The brochure shows no attention to presentation or style.</td>
<td>Some elements of design are included, presentation is cluttered AND unfocused.</td>
<td>Some elements of design are included, presentation is cluttered OR unfocused.</td>
<td>Design shows clear forethought and good execution.</td>
<td>Design is superior, demonstrates proficient use of color, font, spacing, and other design elements.</td>
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<td>Brochure makes effective use of white space, color, and other design elements.</td>
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<tr>
<td>Content demonstrates relevance to the assignment and to the communication-based focus expected of the assignment.</td>
<td>There is no discernible direct link to the process of human communication, and/or no direct fulfillment of the specified assignment.</td>
<td>There is a minor or indirect discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>There is a partial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
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### Manuscript Preparation (20 points)

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<tr>
<th>LANGUAGE</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
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