

CMST 3350
Risk Communication

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Office Hours: Tuesdays & Thursdays, 3:30pm-5:00pm on Zoom
My Zoom ID: <https://uttyler.zoom.us/j/6413285741>
Manual Meeting ID: 641 328 5741

Class Modality: Online, full-distance learning
Course #: 20097

WELCOME!

Course Description:

This course will examine what constitutes “risk,” risk communication theories, research, and the practice of risk communication in various settings. Risk communication plans and strategies will be evaluated as related to various target audiences, audience assessment and perception of risks, and the factors that influence whether or not people take action to protect themselves against risks and the role communication plays in these processes.

Prerequisite:

CMST 1315

Student Learning Outcomes:

1. Articulate the concepts of risk, risk communication, and risk perception, including why some people may view certain phenomena as risky while others do not.
2. Identification of the defining features of risk communication (versus that of crisis communication, for example).
3. State the various individual, social, and cognitive factors (based on theory) that influence individual decisions to engage in risky behaviors or take actions to avoid risks.
4. Describe the role of communication across the various phases of a risk management and articulate theory-based “best practices” for each phase.
5. Develop a comprehensive, theory-based risk communication plan that provides a communication and messaging strategy to inform and educate the public about an actual risk in society.
6. State how the principles of communication can be used to influence individuals to consider and/or make certain decisions or choices to reduce their risk.
7. Analyze how various channels of communication influence risk, risk communication, and risk perception based on key theories, research, and case study examples.

Textbook:

Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Littlefield, R. S. (2010). *Effective risk communication: A message-centered approach*. New York, NY: Springer.

- Additional assigned readings will be posted on Canvas for student access.
- All course readings are to be read *previous* to class on the day they are assigned for. It is expected that students bring their book/reading(s) to each class (if we meet face-to-face).

Assignments (500 points total):

- **Exam (SLOs 1-4, 6, 7)**
(20%, 100 points)
There will be a midterm exam in this course. Students will be tested on information from all aspects of the course (course readings, lectures and class discussions) leading up to the exam. The exam may be multiple choice, true/false, fill in the blank, and/or short answer. Students have 90 minutes to complete the midterm exam. Students can only open the exam one time. Once the exam is opened, the timer will start. Students cannot pause, stop, or save & come back to the exam at a later time. Students must finish it all in one sitting. Please plan accordingly!
- **Prep Assignments for the Final Project—Opportunities for Feedback & Revision ☺**
(15%, 75 points) (SLOs 1-7)
 1. Topic Proposal = 25 points.
 2. Rough Draft = 25 points.
Peer reviews will take place between these two steps. You will also receive feedback from the professor here as well
 3. Response to Reviewers' Feedback about Your Rough Draft = 25 points.
- **Final Project: Paper and Presentation (SLOs 1-7)**
(30%, 150 points)
 1. Final Paper = 100 points.
 2. Final Presentation (video recorded) = 50 points.
- **Module Quizzes (SLOs 1-4, 6, 7)**
(15%, 75 points)
There will be three modules in this course, each of which will have a quiz at the end of the module. These are worth 25 points each. You have up to two attempts to complete each quiz by its due date (on Canvas). Your highest score will be recorded as your final score in your Canvas gradebook. These are designed to help you gauge what were important concepts from the modules, prepare you for the Midterm and Final Project, and help the professor gauge what concepts may need to be reviewed in class before moving onto a new module. Module quizzes are only open for the week in which they are assigned and are due by the end of the day on Sundays (for the week they are

assigned). The quizzes are timed, 30 minutes each.

- **Discussion Board & Participation (SLOs 1-4, 6, 7)
(20%, 100 points)**

If you've taken my classes before, you know that I value dialogue; my preference to explore course concepts through discussion and activity learning, versus lecture alone. Expressing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions several times during the semester. For this asynchronous class, participation will often be assessed through weekly discussion posts on Canvas as well as other class activities and assignments.

I want to emphasize the importance of "quality" as much as "quantity." You don't have to post all the time to receive a "high participation" score; in fact, you are better off contributing a few high quality, topic-relevant comments that show you did the reading than many low quality, personal observations or stories that don't illustrate your understanding of the reading. Participation may also take the form of Q&A, class activities/simulations, student discussion leader, mini team presentations, etc.

Distracting, inappropriate, and/or unprofessional behavior(s) will result in the student earning zero (0) points for participation each time that these behaviors occur. If this type of behavior is a pattern, the student will be asked to schedule a meeting with the professor. In more serious circumstances, other university officials will be notified.

Detailed grading rubrics for participation and discussions are located in the "Files" folder on Canvas. Be sure to review the criteria.

More details about assignments and requirements will be provided in class or on Canvas.

Grading Scale

500 - 450 pts. = A 90%-100%
449 - 400 pts. = B 80%-89%
399 - 350 pts. = C 70%-79%
349 - 300 pts. = D 60%-69%
299 - 0 pts. = F 0%-59%

Course Policies

Feedback

Feedback from the professor and your peers is an essential part of this course. Feedback should be used not only to assess how well you've done, but also to help you grow; to expand your

skills; to identify areas in need of improvement, and; to help you master course learning outcomes!

Grading

Why are grades important? Well, they serve multiple roles, including:

- evaluation of the quality of student work;
- communication of performance to the student, employers, and graduate schools;
- motivation for students to study and put effort into the course;
- a defined organization, with grades marking transitions or bringing closure to sections of a course; and
- faculty/student reflection of what students are collectively learning and how instructors might adapt their teaching

Source: Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

“C” or Lower: All students that receive a “C” or lower on any major assignments are highly encouraged to come to office hours. Please take responsibility and accountability for your learning and improvement. Remember, learning is a process and I am here to guide you along the way! These meetings are meant to help you strategize your planning, preparation, and performance for the future so that you can achieve mastery in course concepts and skills. These meetings will be productive, supportive, and dialogic.

Grade Discussion: Wait *at least* 24 hours after receiving a grade to talk with the professor about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade. After this, you are to discuss any extant concerns with the professor in a scheduled meeting or during office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will **not** discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will **not** discuss grades/grading/etc. via email. Such discussions are to occur in a meeting and having a meeting does **not** imply that a grade will be altered.

After a meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (*again, only after a meeting*). I must receive the e-mail within two days of its request; include your specifications and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. You cite sources and course material to support your written appeal. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade.

Earning Your Grade: You will receive the grade that you *earn* throughout the semester; so, please start working hard early on and applying feedback you've received early on, too. Review feedback on your assignments through Canvas, in writing/email, and/or schedule a meeting with me to receive additional feedback. Drop by my virtual office hours! Review course policies. Thoroughly read assignment instructions and rubrics. Review your class notes and readings before AND after class. Take advantage of extra credit opportunities, which are provided to the entire class—not individual students. Remember, learning is a process—one that requires iteration, effort, feedback, and application of feedback.

E-mail & Communications

UT-Tyler e-mail is my preferred form of contact. I try to return emails within 24 hours; however, please allow a 48-hour window for a response. I cannot guarantee that emails sent the day before or the day of an assignment due date will be answered before the due date; thus, plan ahead and begin working on assignments well before the due dates!

You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. It is in your best interest to write your course emails with professionalism in mind. Also, be sure to include the course number and specific topic of discussion in the subject line, address the email to your recipient, specify what you are referencing in as much detail as possible in the body of the email, and sign your first and last name in the email.

All students must email the professor using their UT Tyler assigned email. All other emails will not be responded to (e.g., Gmail, Yahoo, etc.). This policy is in place to protect you and your privacy.

All students are required to check their UT Tyler email as well as Canvas for course-related announcements. Please be sure to have your Canvas settings configured so that you receive the Canvas announcements in your UT Tyler email and receive Canvas notifications for our course. Failure to check course-related communications or failure to configure your email/Canvas settings to receive this information is not an excuse for missing assignments, lecture, or any other course-related information/changes/assignments/etc.

Due Dates and Late Work

You should always strive to turn in course assignments on the noted due dates. However, life happens—and I know this! The assignments in this class are vital to your success; thus, I want you to complete them, even if it is a bit late. However, late work should not become a norm. Late work is not ideal for a variety of reasons, one top reason being point deductions. For each day an assignment is late, 10% of the assignment's points will be deducted. After five days of lateness, assignments are no longer eligible for late submission and will receive zero points. Below, an example is outlined:

- Assignment 1 is due on Thursday at 2:00pm, worth 100 points.
- You submit Assignment 1 on Thursday at 5:00pm. The highest grade you could get is 90 points (10% deduction for being one day late).

- Note: The 'one day' late starts the minute after the assignment due date time. In this example, 2:01pm would technically be 'late.'
- Let's say another student submits Assignment 1 on Friday at 8:00pm. The highest grade they could get is 80 points (10% deduction x 2 days late = 20% reduction).
- The following Tuesday at 2:01pm is the fifth day in the late work sequence and the late assignment would not earn any points at this point.

Feedback for late assignments will be provided at a time convenient to the professor. I set up specific times to grade and provide students with timely feedback; thus, due dates are also important for this reason. Assignment submitted late may conflict with other course timelines or priorities; thus, timely feedback (like what is given for assignments submitted on time) is not guaranteed for late work.

Exceptions: Assignment make-ups will be allowed only in emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). Work-related events do not qualify as an extreme emergency. The course schedule and due dates are set well in advance and students have access to this information; thus, please plan accordingly. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- Verifiable documentation that excuses the student's absence must be provided to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech.
- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor's office at a set, scheduled time.

Attendance

You are a vital part of this class; so, come and check-in on a regular, weekly basis! While attendance in an asynchronous class is quite different than a face-to-face class, students should still check-in and 'attend' class on a regular basis. I advise that students check our Canvas Announcements every day, schedule regular times to complete course readings and assignments, and schedule regular times to watch the micro-lectures and engage in course participation. Failure to keep consistent and regular 'attendance' in an online course can be detrimental to your success; so, make a plan and keep to your schedule!

Diversity and Classroom Civility

People and ideas must be treated with respect in the classroom. We all bring unique, valid, and

diverse experiences to the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, racist, sexist, homophobic, etc. and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the student(s) being removed from the classroom. The Department Chair and/or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

Expectations for Respectful Dialogue & Behavior

We all come to the classroom with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from our differences. Rather, we should show respect for differences by seeking to understand, taking ownership for our learning and growth, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody walks away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what they meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

At your comfort and convenience, please let the professor (and the class, if desired) know your preferred name and preferred gender pronouns. Please note, you do not and are not required to ever share this information if you do not want to.

Everyone's diverse identities are to be respected. In the case that a student ridicules, threatens, violates, disrespects, etc. another student's gender, sexual, racial, religious, ethnic, physical, etc. identity/ies, that student will be in violation of the Classroom Civility policy and likely the Expectations for Respectful Dialogue policy (and likely other policies for our class and at the university-level, too). In these instance, the student will be asked to leave the classroom and the incident will be reported to the appropriate university personnel, such as the Office of Student Conduct and Intervention, the CAS Dean, etc.

Online Etiquette

"Netiquette" guidelines address communication behaviors that are particular to an online environment. Below are some general netiquette guidelines for our asynchronous course.

Be inclusive. It's important to be intentional about making sure we "see" each other in an online community. You can do this by making sure that everyone has at least one response.

Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply back to people who post questions or comments to you.

Be on time. Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time.

Tip: Set calendar reminders to make sure you contribute on time.

Disagree respectfully. Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, in order for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise communication may break down.

Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, “Nathan, can you tell me more about what you meant when you said that recycling programs are a waste of public resources?”

Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by factual information. For example, instead of “Jamal, your analysis makes no sense,” you can say, “Jamal, I interpreted the results of the study differently. As I see it, there was no statistically significant difference in the children’s test scores, which implies that the new program is not working.”

Be concise. Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise.

Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.

Stay on topic. Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.

NO YELLING. When you write in upper case letters in online communication, it is usually interpreted as yelling.

Add some emotion :-) Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can end up being annoying to readers if you have too many (which is probably the opposite of your intention).

Use humor carefully. Sarcasm in particular does not translate well in an online environment. It’s best to avoid the potential pitfalls of misunderstood messages.

Guidelines for Challenging Discussions Online

Some subjects lend themselves to more emotionally charged or challenging discussions. Be sure

to address this possibility preemptively in your guidelines. Below are some guidelines that might be useful for course content that might be sensitive or personal in nature:

Demonstrate respect for differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

Respect confidentiality. While it is fine to talk about the things you are learning with your peers outside of class, please do not share what other participants post without their explicit permission.

Assume good intentions. If someone says something that bothers you for any reason, craft a response based on the assumption that they did not mean to be offensive. Ask them to clarify what they meant, then explain the impact it had on you.

If someone tells you that something you wrote bothered them, assume that they are not attacking you, but rather that they are providing an opportunity for you to learn something that could be important for you to know. For example,

“Morgan, thank you for that feedback; I can now see why my comment was concerning, and I appreciate your telling me. I will be more thoughtful in the future.”

Be generous. Your discussion board posts are not simply requirements for participation; they are your contributions to group learning. Please be generous to your peers by being thoughtful, open, and honest.

Zoom/Online Lectures

For any asynchronous lectures that are pre-recorded and uploaded to Canvas, *I try to keep the videos for each chapter 35 minutes or less.* The video lectures will be uploaded via Canvas Studio and located under the “Modules” tab in the appropriate week/module number section (unless noted otherwise).

In the event that there are any synchronous Zoom meetings or lectures, please show up on time. Your camera should be turned for the entirety of class. You should be visible from the chest up. This helps us build a sense of community and promotes an engaged classroom environment. You are required to be prepared to engage in discussion; thus, be sure to ‘unmute’ yourself when asked. **You must join through your UT Tyler Zoom accounts.** You must have your full name displayed when using Zoom for class. Please ensure you have a working laptop, camera, microphone/audio, and solid internet connection. Synchronous meetings/lectures will *not* be recorded and uploaded to Canvas, unless noted otherwise.

Synchronous meetings/lectures will *not* be recorded for student use nor uploaded to Canvas, unless noted otherwise.

Please use proper online etiquette (e.g., ensuring you are muted when the professor or another student is presenting, refraining from surfing the web during class, responding to the professor if you are called on, etc.). There may be instances when the professor might record group lectures and post them to Canvas. Thus, please be aware of this policy. No one but the professor is to record the Zoom/online lectures or meetings. Only registered students are permitted to attend Zoom/online lectures or meetings. Students are not permitted to share any online/Zoom course content, share Zoom invite links or passcodes, etc. or anything else that would threaten the safety and security of the class, your peers, or the professor. Unless otherwise noted, lectures will not be recorded when operating our regularly scheduled course modality (i.e., synchronous online or synchronous face-to-face). Lecture will only be recorded if and when the professor deems necessary and/or we are unexpectedly mandated to function as an online course. The university positions on course recordings is presented below:

Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.

Students are responsible for understanding how to operate Zoom and having the proper technology and materials needed to comply with Zoom/online lectures.

Canvas Support

It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler's Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler's Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler's Office of Digital Learning for Canvas at: 903.566.6200 or canvas@uttyler.edu

College-Worthy Work is Expected

Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All assignments must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers/outlines (using APA format), within text and on a reference page. For help with APA style and writing, please do not

hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL's website about APA](#).

Paper/outline headings should include the student name, course name/number, and assignment title. Papers/outlines will be turned in via Canvas. Word documents are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will earn zero points. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

Elasticity Clause

The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes. Further, if it is decided that moving to a hybrid or online format is needed, students will be notified immediately of such changes.

Plagiarism

In addition to UT Tyler's Academic Honesty and Student Standards of Academic Conduct policies (listed in forthcoming sections), students are also required to adhere to the following standards:

The "Common Knowledge" Clause. Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know (e.g., Humans once painted in caves. Berlin is the capital of Germany.).

The "10% Rule". As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

Intent. When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents. The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance. A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration. Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment, unless noted otherwise. Having someone proofread your work is fine and encouraged.

Disciplinary Action for Plagiarism. Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in a “F” for the course and possible disciplinary action by the university.

Financial & Tutoring Resources for Students

- On-Campus Food Pantry
Website: <https://www.utt Tyler.edu/service/food-pantry.php>
Location: Library 223
Email: patriotpantry@utt Tyler.edu
Phone: 903.565.5645 (Student Engagement)
- University Health Clinic
Website: <https://www.utt Tyler.edu/clinic/>
Location: 3310 Patriot Drive, Tyler, TX 75701
Option for student health insurance:
<https://www.utt Tyler.edu/wellness/studenthealthinsurance.php>
Phone: 903.939.7870
- Center for Student Financial Wellness
Website: <https://www.utt Tyler.edu/center-for-student-financial-wellness/tools-and-resources/>
Location: Center for Student Financial Wellness, STE 381, 3900 University Blvd.
Email: csfw@utt Tyler.edu
Phone: 903.565.5978
- Student Financial Aid and Scholarships
Website: <https://www.utt Tyler.edu/admissions/financialaid/>
Email: admissions@utt Tyler.edu
Phone: 903.566.7203
Scholarship info.: <https://www.utt Tyler.edu/scholarships/>
Grants info: <https://www.utt Tyler.edu/admissions/grants/>
- Resources for New Students
Website: <https://www.utt Tyler.edu/admissions/newstudents/>
- PASS Tutoring Center
The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.
Website: <https://www.utt Tyler.edu/tutoring/>
Phone: 903.565.5964
Email: tutoring@utt Tyler.edu

- **Upswing (24/7 Online Tutoring)**
Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.
Website: <https://uttyler.upswing.io/>

Extra Credit

Over the course of this semester, I may present a few opportunities for extra credit. I want students to have the opportunity to demonstrate their learning and work towards mastering the learning outcomes and skills relevant to this class. Opportunities are noted below and any ad-hoc opportunities (if any) will be posted to Canvas and/or discussed in class:

If you go to the writing center to get help on your Final Paper (any component) and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only earn these bonus points once. April 15 is the last day that this opportunity can be submitted to the professor.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Academic Honesty Policy

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a "0" for that assignment and will be subject to academic and disciplinary action.

Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker's or writer's indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action. **(See next section for University Policy)**

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- “Cheating” includes, but is not limited to:
 1. copying from another student's test paper;
 2. using, during a test, materials not authorized by the person giving the test;
 3. failure to comply with instructions given by the person administering the test;
 4. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 6. collaborating with or seeking aid from another student during a test or other assignment without authority;
 7. discussing the contents of an examination with another student who will take the examination;
 8. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 10. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 12. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

13. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- All written work that is submitted will be subject to review by plagiarism software.

The UT-Tyler Writing Center

The Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903.565-5995, writingcenter@uttyler.edu

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated (**January 25, 2021**). Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date (January 25, 2021)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks

violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Course Calendar
Spring 2021**

Date	Readings/Topic	Discussion Posts & Quizzes <i>Due by 11:59 CST on Sundays</i>	Assignments Due <i>Due by 11:59 CST on Sundays</i>
Module 1: Conceptualizing the Message-Centered Approach to Risk Communication			
Week 1: Jan 11 – Jan 17	Chapter 1: Introducing a message-centered approach to Risk Communication	Introductory post Syllabus Quiz	
Week 2: Jan 18 – Jan 24	Chapter 2: Best practices for Risk Communication Brown (2014): Risk Perception, It's Personal (uploaded on Canvas)	Discussion post	
Week 3: Jan 25 – Jan 31	Chapter 3: Multiple audiences for risk messages <i>Review Topic Proposal instructions</i>	Discussion post Module #1 Quiz	Fill out the Start-Stop-Continue Survey on Canvas (under "Quizzes" on Canvas)
Module 2: Cases in Risk Communication			
Week 4: Feb 1 – Feb 7	Chapters 4: The case study approach Chapter 5: Cryptosporidium: Unanticipated risk factors	Discussion post	
Week 5: Feb 8 – Feb 14	Chapter 6: Hurricane Katrina	Discussion post	Topic Proposals due
Week 6: Feb 15 – Feb 21	Chapter 7: New Zealand Beef Industry Slovic & Peters (2006): Risk Perception & Affect (uploaded on Canvas)	Discussion post	
Week 7: Feb 22 – Feb 28	Chapter 8: Odwalla Chapter 9: ConAgra <i>Review Rough Draft instructions</i>	Discussion post Module #2 Quiz	

Week 8: Mar 1 – Mar 7	Midterm Exam	No post	Midterm Exam
Week 9: Mar 8 – Mar 13	No Classes – Spring Break		
Module 3: Applications of a Message-Centered Approach to Risk Communication			
Week 10: Mar 15 – Mar 21	Chapter 10: Towards a practice of mindfulness <i>Peer evaluation partners assigned</i>	Discussion post	3-2-1 Assessment (under “Quizzes” on Canvas)
Week 11: Mar 22 – Mar 28	WORK WEEK to complete your Rough Drafts <i>Peer Partners assigned for Peer Evaluation Workshop</i>	No post	Rough draft due
Week 12: Mar 29 – Apr 4	Chapter 11: Ethical considerations in Risk Communication <i>Peer Evaluations of Rough Drafts</i>	Discussion post	Peer Evaluation due on Canvas & <u><i>email it to your peer</i></u>
Week 13: Apr 5 – Apr 11	Chapter 12: Future directions <i>Review Response to Reviewers’ Feedback assignment instructions</i>	Discussion post Module #3 Quiz	
Week 14: Apr 12 – Apr 18	Apply Feedback to your Final Project Papers (i.e., make revisions) <i>--Review the Final Project instructions and grading rubric --Consider scheduling a meeting with Dr. Day</i>	No post	Response to Reviewers’ Feedback due <i>April 15 = Last day to turn in any extra credit.</i>
Week 15: Apr 25	Final Presentations Video recorded. Submit on Canvas.	No post	<u>April 25: All Final Project Materials due:</u> Paper & presentation