

University of Calgary
Department of Communication, Media and Film
Communication and Media Studies (COMS) 393 - Lecture 01
Critical Perspectives on Health and Science
Winter 2020: Tues., Jan. 14 to Tues., April 14
Tuesdays and Thursdays 11:00 – 12:15 (excluding Feb. 18 & 20)

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Office Hours: ~~Fridays 1:30 to 3:30 pm~~ **Consultations by email to the end of term**
Course site: <https://d2l.ucalgary.ca/>

REVISED MARCH 17, 2020. With the university's move to replace face-to-face classes with distance learning to the end of term, here is a revised course outline summarizing changes to assignments and procedures. Changes are summarized below and appear in red elsewhere in the outline. Please email if you have any questions. March 17 revisions appear in green font.

Lectures & Office hours

- Lecture slides will be posted in the PPTs area under the Content tab in D2L as usual.
- **Tues., March 17 at 11:00 am, we will test Zoom** as a platform for class meetings. Watch the news feed in D2L for updates about the Zoom session. Late Tuesday, I will reassess whether to continue use of Zoom for virtual class sessions. I welcome your feedback.
- **TO DO: sign up for a Zoom account** by clicking on the Communication tab in D2L, then clicking on the Zoom link, and following instructions.
- Email consultations will replace office hours to the end of term.

Mid-term exam (Thurs., March 26, ~~70 minutes~~ open from 11:00 am to 2:00 pm)

- The midterm exam on Thursday, March 26 ~~from 11:05 to 12:15~~ will be moved to the online Quiz platform accessible under the Assessments Tab in D2L. ~~There will be 25 multiple-choice questions,~~ and the exam will be **changed to open book format** from closed-book format (but no consultation with other students will be allowed). ~~You should be able to complete the exam in 70 minutes, but it will remain open for three hours.~~
- **TO DO: ~~If you have exam accommodations through Student Accessibility Services, please email me to remind me. I will add additional time to the timed quiz for you in accordance with your accommodation letters and will confirm that by email.~~** Please email J. Andre if you anticipate (or have) any technical problems or concerns about timing.

- I ~~will contact~~ have contacted Student Accessibility Services to let them know that students in COMS 393 may now write the mid-term exam at home unless they need access to special equipment or accommodations available only in person at the SAS test facilities. I also advised them about the new 3-hour window, which should mean that no further time accommodations are required.

Group presentations

- Groups for the 3 remaining group presentations should prepare a PowerPoint that includes more detail so that it can logically stand on its own without being presented in person. The presentation should be submitted to the designated dropbox on D2L. It will be marked based on two criteria:
 - Content, including effectiveness as a stand-alone presentation available online without being presented in person; and
 - The design of the PPT slides (including issues listed on the marking rubric).
- **Zoom Option:** If Zoom appears to be a suitable platform for class meetings, then groups will have the option of presenting their presentation on that platform during the regularly scheduled class session. In that case, the usual group presentation expectations and marking rubric criteria will apply. **If your group chooses the Zoom option, you must advise the instructor two days before the scheduled presentation.**

Participation tasks & written assignments

- Participation tasks 10, 11, & 12 will take the form of discussion board postings, each on a designated discussion board. As with task 9, each discussion board will likely be available three or four days before the target class date and access will close at 12:15 (at the normal end of class) on the class date. Once you accumulate grades for 10 participation tasks, you do not have to complete further participation tasks, but you may do so if you wish.
- **The due date for the Group paper (with the individual option) has been changed to Thursday, April 2.** Please review the assignment requirements, which outline the requirements, the individual paper option, and the marking rubric.
- The requirements and due dates for the final paper & the optional take-home final remain unchanged.

This course examines the construction and communication of health and science as socio-cultural phenomena and interrogates the ways in which health and science issues are communicated, defined, represented and framed, particularly within contemporary media. Throughout the course, we will focus on concepts of persuasion, power, and identity, considering questions such as the following:

- In what ways are health and science rhetorical (persuasive) activities?
- What institutions and voices wield power in discursive representations?
- Whose interests are served (and whose are silenced) in particular texts and frames?
- How do particular representations and discourses shape people's attitudes and identities?

Course objectives

This course is intended to help students to develop

1. an understanding of a range of critical approaches taken by communication scholars to the communication of health and science;
2. skill in applying theoretical frameworks to critically analyze communication artifacts and discourses related to health and science;
3. competence in using and citing sources, developing arguments, and structuring papers as well as skill in writing clearly, correctly, and concisely.

Textbook

There is no required textbook. Course readings or links to readings will be available on D2L. Please come to class having done the required readings and prepared to engage in discussion.

Internet and electronic communication device information

You are encouraged to bring a laptop to class for the participation tasks. You may use electronic devices in class for course-related purposes only (and not at all during student presentations). No audio or video recording is allowed in class without the instructor's consent.

Assignments & due dates

15%	<p>PARTICIPATION TASKS (any 10 x 1.5% each). On 12 days (indicated in the syllabus), you will work in groups to produce a 1- or 2-page response to questions based on the day's readings. You may miss two tasks and still earn full marks if you participate in the tasks. Begin by choosing a leader to keep the group on task) and a transcriber (to enter responses into a document uploaded to D2L). Include the date and names of all group members present, followed by a self-rating of participation: <i>1 = participated (will earn 1.5%); 2 = participated in a limited way (for 1%); 3 = did not participate (for .5%).</i> Note: Instructor feedback will be provided only to correct inaccuracies.</p> <p>MARCH 15 UPDATE BELOW Participation tasks 10, 11, & 12 will take the form of discussion board postings, each on a designated discussion board. As with task 9, each discussion board will likely be available three or four days before the target class date and access will close at 12:15 (at the normal end of class) on the class date. Once you accumulate grades for 10 participation tasks, you do not have to complete further participation tasks, but you may do so if you wish.</p>
15%	<p>CASE STUDY GROUP PRESENTATION (as scheduled). (Sign up for a topic & date on D2L.) Working in a group of four, you will prepare and deliver a presentation of 15 to 20 minutes related to the topic of the week and typically involving the analysis of a set of health or science related texts or media objects. All group members should participate in the presentation. Presentations will be graded on content, delivery, and quality of the PPT (which is to be uploaded to D2L after class for possible sharing with the class).</p> <p>MARCH 15 UPDATE BELOW</p>

	<ul style="list-style-type: none"> • Groups for the 3 remaining group presentations should prepare a PowerPoint that includes more detail so that it can logically stand on its own without being presented in person. The presentation should be submitted to the designated dropbox on D2L. It will be marked based on two criteria: <ul style="list-style-type: none"> ○ Content, including effectiveness as a stand-alone presentation available online without being presented in person; and ○ The design of the PPT slides (including issues listed on the marking rubric). <p>Zoom Option: If Zoom appears to be a suitable platform for class meetings, then groups will have the option of presenting their presentation on that platform during the regularly scheduled class session. In that case, the usual group presentation expectations and marking rubric criteria will apply. If your group chooses the Zoom option, you must advise the instructor two days before the scheduled presentation.</p>
5%	<p>PROPOSAL (300 to 500 words). DUE FEB. 25 (All students submit a proposal.)</p> <p>In this proposal, you will identify a text(s) or artifact(s) (e.g., an article, advertisement or set of ads, brochure, website, film, etc.) to analyze for your (optional) final paper. Your proposal should also</p> <ul style="list-style-type: none"> • include a research question • indicate the theoretical or analytical approach you plan to use • provide helpful theoretical or contextual background • include proper APA style citations and a reference list (not counted in the word limit).
15%	<p>CASE STUDY GROUP PAPER (1500 to 1700 words). DUE MARCH 31 (or your presentation date if later). Due date changed to Thurs., April 2. Earlier submissions will be marked when received. Working in your presentation group, you will write a 5- to 7-page paper (plus a reference page) based on your presentation. Please use APA-style citations.</p> <p>MARCH 15 UPDATE</p> <p>The due date for the Group paper (with the individual option) has been changed to Thursday, April 2. Please review the assignment requirements, which outline the requirements, the individual paper option, and the marking rubric.</p>
25%	<p>MIDTERM EXAM – (70 mins, closed book). THURS., MARCH 26</p> <p>Multiple-choice and short answer questions will be based on readings, lectures, and presentations. Be prepared to define concepts or apply analytical approaches to texts.</p> <p>MARCH 15 UPDATES</p> <ul style="list-style-type: none"> • The midterm exam on Thurs., March 26 from 11:05 to 12:15 will be moved to the online Quiz platform accessible under the Assessments Tab in D2L. All questions will be multiple-choice, and the exam will be changed to open book format from closed-book format (but no consultation with other students will be allowed). • TO DO: If you have exam accommodations through Student Accessibility Services, please email me to remind me. I will add additional time to the timed quiz for you in accordance with your accommodation letters and will confirm that by email.

	<ul style="list-style-type: none"> I will contact Student Accessibility Services to let them know that students may now write the mid-term exam at home unless they need access to special equipment or accommodations available only in person at the SAS test facilities.
25%	<p>OPTION 1: TAKE-HOME FINAL EXAM (1500 to 1900 words). DUE APRIL 21. This exam (released April 14 on D2L) will pose one or more questions requiring you to synthesize or apply course concepts (to the end of term) in discussing an issue or analyzing a text provided. Use APA citation style (but no reference list is required).</p> <p>OPTION 2: FINAL PAPER (2100 to 2500 words, plus reference list). Due April 14. In lieu of the take-home final, you may write a final paper in which you analyze a discursive or media artifact related to the communication of a health or science issue. You should cite at least three sources to provide context or to establish your analytical framework. Source citations and the reference list should be in APA format.</p>
<p>REGISTRAR SCHEDULED FINAL EXAM: NO. Note: In order to pass this course, you must complete the midterm exam and the take-home final or final paper.</p>	

Due dates, late penalties, and assignment submission

Except for participation tasks due in class, assignments are due at 11:59 pm on the due date. Late assignments may have a grade level deducted (e.g., B to B-) for each day late, including weekends. If you have good reason to request an extension, contact the instructor.

Please submit all assignments to the designated dropbox in D2L. Use Word (.doc or .docx) or .rtf format. **Do not use .pdf or Pages formats. Include your name in the file name** (e.g., 393 proposal Jones.docx) and on page 1 of all written assignments. Use a 12-point font.

Note: It is your responsibility to keep a copy of each submitted assignment. For assignments submitted electronically, please ensure that the correct copy of the assignment is submitted.

Student accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the University Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the University of Calgary Calendar section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

In this course, all written assignments will earn a letter grade except for the participation tasks and midterm exam, which will be given percentage scores. Final grades are reported as letter grades. The following chart outlines the grade scale percentage equivalents used in the Dept of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

March update

As indicated in the D2L news feed earlier this month, students who earn a higher grade on their final paper or take-home final will have that higher grade substituted for their proposal grade if the proposal grade was lower.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor intellectual property & copyright legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

Deferrals of course work and requests for reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student support services and resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Tentative Schedule of Lecture Topics and Readings (Coms 393, L01, W20)

Readings (or links to the readings) are posted under the content link for readings. Please come to class having done the assigned readings. Any changes to assigned readings will be noted in the news feed on D2L. **GP = group presentation**

TUESDAY	THURSDAY
<p>Jan. 14: Introduction to the course</p> <ul style="list-style-type: none"> Why is the study of health and science discourses important? In what ways are health and science persuasive enterprises? Defining health. Social determinants of health 	<p>Jan. 16: Healthism & Medicalization</p> <p>Crawford, R. (1980). Healthism and the medicalization of everyday Life. <i>International Journal of Health Services</i>, 10(3), 365-388.</p> <p>Participation task 1</p>
<p>Jan. 21: The body, disease, & discourse.</p> <p>Gwyn, R. (2002). Ch. 1 - The body, disease, and discourse (pp. 6 – 18). <i>Communicating Health and Illness</i>. Sage.</p> <p>Participation task 2</p>	<p>Jan. 23: Rhetorical approaches to health discourse; Framing theory</p> <p>Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i> 43(4), 51-58.</p> <p>DOI: 10.1111/j.1460-2466.1993.tb01304.x</p>
<p>Jan. 28: Framing health & morality (part 1)</p> <p>Saguy, A. C., & Gruys, K. (2010). Morality and health: News media constructions of overweight and eating disorders. <i>Social Problems</i>, 57(2), 231-250. https://www.jstor.org/stable/10.1525/sp.2010.57.2.231</p> <p>Participation task 3 (based on Jan. 23 & 28)</p>	<p>Jan. 30: Case studies in framing health</p> <p>GP 1 – Using Entman’s (1993) framework, discuss how a particular health problem, illness, or public health issue is framed in a set of 3 or 4 news articles.</p> <p>GP 2 – Same description as for GP1.</p>

<p>Tues., Feb. 4: Approaches to illness narratives Lamprell, K., & Braithwaite, J. (2019) Reading Between the Lines: A Five-Point Narrative Approach to Online Accounts of Illness. <i>Journal of Medical Humanities</i>, 40(4), 579-590. Doi: https://doi.org/10.1007/s10912-019-09553-1. https://link.springer.com/article/10.1007%2Fs10912-019-09553-1 Participation task 4</p>	<p>Thurs., Feb. 6: Illness narrative case studies GP 3 – Discuss characteristics of 3 or 4 entries in a single illness blog or 3 or 4 illness narratives on the same illness from diverse blogs. A possible source is http://chronicillnessbloggers.com/sites/ GP 4 – Same description as for GP 4.</p>
<p>Feb. 11: Illness narratives & vlogs Arduser, L. (2017). Remediating diagnosis: A familiar narrative form or emerging digital genre? In C. R. Miller & A. R. Kelly (eds.), <i>Emerging genres in new media environments</i>. DOI 10.1007/978-3-319-40295-6_3 Participation task 5</p>	<p>Feb. 13: Illness vlogs case studies GP 5 -- Discuss characteristics of 3 entries in a single illness vlog or 3 illness narratives on the same illness from diverse vlogs. GP 6 – Same description as for GP 5.</p>
<p>Feb. 18 – Reading Week</p>	<p>Feb. 20 – Reading Week</p>
<p>Feb. 25: Critical Discourses of Health Charities King, S. (2010). Pink diplomacy: On the uses and abuses of breast cancer awareness. <i>Health Communication</i> 25, 286-289. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10410231003698960 Pool, L. (director). (2001) <i>Pink Ribbons, Inc.</i> [video screening] Proposal due</p>	<p>Feb. 27: Health Charity Promotion, Positively Pink, and Rejecting Health Identities Ehrenreich, B. (2010). Ch. 1 -- Smile or die: The bright side of cancer. <i>Bright-sided</i> (pp. 15-44). NY: Picador. GP 7 – Present a rhetorical or critical analysis of a health charity campaign, considering how the illness is presented, how those suffering are framed, what visual symbols are used, etc. Participation task 6 (based on Feb. 25 & 27)</p>
<p>March 3: Health Narratives & Identities Schneider, B. (2003). Narratives of Schizophrenia: Constructing a positive identity. <i>Canadian Journal of Communication</i>, 28(2), 185-201. http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/219530890?accountid=9838 Participation task 7</p>	<p>March 5: Narrative identity (continued); Writing your final paper GP 8 – Using Schneider's (2003) framework, discuss the narrative identity conveyed in 3 or 4 entries in an illness blog on mental illness.</p>
<p>March 10: Metaphors of Sickness, Treatment, & Recovery. Pharmaceutical Ads Gwyn, R. (2002). Ch. 1 - The body, disease, and discourse (pp. 21 – 25). <i>Communicating Health and Illness</i>. Sage. Delbaere, M. (2013). Metaphors and myths in pharmaceutical advertising. <i>Social Science & Medicine</i> 82(April), 21-29. Doi: https://doi.org/10.1016/j.socscimed.2013.01.020 Participation task 8</p>	<p>March 12: Analyzing pharma ads (case studies) Joyce, M. (2018, May 23). Consumer drug ads: The harm that comes with pitching lifestyle over information. <i>HealthNewsReview.Org</i>. https://www.healthnewsreview.org/2018/05/direct-to-consumer-tv-drug-ads/ GP 9—Using Delbaere's (2013) or Joyce's (2018) framework, analyze 3 pharmaceutical ads (print, online, or tv) for a health condition or a set of similar conditions.</p>

	GP 10 –Same description as for GP 9.
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March 15, 2020, updates in red below (revised March 17, 2020).

<p>March 17: "Misinfodemics" Gyenesan, N., & Mina, A. X. (2018, August 30). How misinfodemics spread disease. The Atlantic. https://www.theatlantic.com/technology/archive/2018/08/how-misinfodemics-spread-disease/568921/ Betsch, C. (2011). Innovations in communication: The Internet and the psychology of vaccination decisions. <i>Eurosurveillance</i>, 16(17). https://www.eurosurveillance.org/content/10.2807/ese.16.17.19849-en</p> <p>Participation task 9 (online discussion board posting must be done by 12:15, end of class)</p> <p>Class will be on Zoom (but watch for updates on D2L). Sign up for Zoom before class by following the Zoom link under the Coms tab in D2L.</p>	<p>March 19: Analyzing vaccine talk online; Selling alternative medicine GP 12 – Same as GP 13, but analyze entries taking a pro-vaccine stance. GP 13 – Using a rhetorical or descriptive approach, analyze 3 or 4 ads or promotions for an alternative health medicine or product.</p> <p>Watch D2L news for updates. If groups presenting all opt for the default option (i.e., without a Zoom presentation), then this class will be cancelled, and students will be expected to use this class time to work on the group presentation paper (now due Thurs., April 2).</p>
<p>March 24: Media & the construction of stigma Anderson, L. V. (2019). How herpes became a sexual boogeyman. <i>Slate</i>. https://slate.com/technology/2019/12/genital-herpes-stigma-history-explained.html</p> <p>Class cancelled. Lecture notes will be posted on D2L.</p> <p>Participation task 10 (online discussion board posting must be done by 12:15, end of class)</p>	<p>March 26: Midterm exam (70 minutes, closed book, 3 hours) covers course materials, presentations, & readings up to and including March 24). This exam will be completed on D2L via the Quiz link under the Assessments tab. It will be open book, with 25 multiple-choice questions. No consultations among students is permitted. The quiz will be open from 11:00 am to 2:00 pm; I will assume that no one will need additional time and that the new 3-hour window should be sufficient. Please email me if you run into technical problems or do not have access to a computer.</p>
<p>March 31: Science literacy & framing Nisbet, M.C., & Scheufele, D.A. (2009). What's next for science communication? <i>American Journal of Botany</i>, 96(10), 1767–1778. https://doi.org/10.3732/ajb.0900041</p> <p>Group paper due (except GP 14, 15)</p> <p>Class cancelled. Lecture notes will be posted on D2L. Participation task 11 (online discussion posting due by 12:15, end of class)</p>	<p>April 2: Analyzing framing of science GP 14 – Analyze framing in 3 or 4 news stories mentioning global warming or climate change.</p> <p>Watch D2L news for updates. If groups presenting all opt for the default option (i.e., without doing a Zoom presentation), then this class will be cancelled. The group presentation paper is now due today by 11:59 pm.</p>
<p>April 7: Science & engaged publics Fahnestock, J. (2019). Rhetorical citizenship & the science of science communication. <i>Argumentation</i> https://doi.org/10.1007/s10503-019-09499-7 1.3 or https://rdcu.be/bZOTX Class cancelled. Lecture notes will be posted on D2L. Participation task 12 (online discussion board posting must be done by 12:15, end of class)</p> <p>April 14: Course wrap up (key themes) Class cancelled. See D2L for take-home final questions.</p>	<p>April 9: Rhetorical and other studies of science (no readings) Class cancelled. Material will be included in the lecture PPT posted for the week.</p> <p>FINAL DUE DATES: Tues., April 14: Final paper due at 11:59 pm. Tues., April 14: Take-home exam posted on D2L. Tues., April 21: For students who did not submit a final paper, the take-home final exam is due at 11:59 pm (in the designated drop box).</p>

