

**The Hugh Downs School of Human Communication  
COM 300 – Health Care Advocacy**

*Room:  
Day and Time:*

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**Instructor:**

**E-mail:**

**Office:**

**Office Hours:**

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*Read this syllabus carefully. By remaining enrolled in the course, you have accepted the conditions and expectations of the course.* The requirements and expectations indicated in this syllabus are non-negotiable. Withdraw from the course immediately if any aspects of the course, its expectations, and/or requirements are not acceptable to you.

**Required Text:**

Du Pre, A. (2014). Communicating about health: Current issues and perspectives. 4<sup>th</sup> Ed. Oxford University Press.

*We will immediately begin using the text in class.*

**Other Required Materials:**

- Other sources (hand-outs, articles, and website references) are required readings and will be posted on Blackboard
- Access to ASU Student Help and Resources

**Course Description:** COM 300 – Health Communication is a view into the health care system through approach to theory, research and pragmatic communication practices within the health care arena. The course introduces a context for health communication through ethical considerations, theoretical foundations and career opportunities. Furthermore, the focus of patient-caregiver roles and interpersonal communication will intersect with the foundational concepts in order for students to understand the practicality of health care advocacy. A lens of diversity, cultural issues and resources will enhance the understanding of (in)effective health care and health literacy.

## **Course Objectives:**

- To understand the definitions and theoretical explanations of health care communication.
- To examine how health care intersects with our ability to advocate for ourselves and others.
- To understand how health care is socially constructed.
- Understand role of patients and health care providers and responsibilities.
- Understand advocacy through discourse/communication.
- Understand how health narratives form and are utilized by health care providers and recipients.

**Course Readings:** It is expected that you will come to class having read any assigned reading so you may participate in discussion and activities.

**IMPORTANT NOTE:** I do not “give” grades. Grades are earned based on individual and group performance over the semester. Individual graded assignments do not determine your final grade. Consistent work over the entire semester is totaled to determine a final letter grade based on points earned. Thusly, the point breakdown listed here will be strictly followed; points are NOT “rounded.”

You may be tempted to skip assignments that appear to have a small point value. Be aware that each 0 score creates a major drag on your potential points for the course, and those deficiencies quickly add up.

**GRADE CHALLENGES:** Grade challenges need to be submitted to the instructor in writing within one week.

### **General Course/Instructor Expectations**

#### *1. You will be prepared for class.*

The interactive nature of this class requires your preparation and engagement.

Students who require special assistance or accommodation, and students participating in university-sanctioned absences (including religious holidays), should let me know within the first week of class. Students with university-sanctioned travel generally will need to complete assignments and exams in advance.

No late work will be accepted without advance arrangements made with the instructor or extensive documentation of an emergency situation.

#### *2. You will accept that your classmates are here to learn.*

When the instructor is speaking, you should not be speaking. A quiet environment helps support the learning of others around you.

Because communication courses by their very nature cover personal topics, it is important that we work together for an atmosphere of respect and support. Please respect the privacy of your classmates outside the classroom. It can be a very small world. An important part of your development as a scholar is modeling how to disagree with the concept versus the person.

Any form of disruptive behavior can result in loss of attendance points. Verbal or physical aggression before, during or after class will result in permanent removal from the class and notification of proper authorities. See the Student Conduct information, below.

#### *3. You will attend all class sessions.*

Your input is valuable to your classmates, to the instructor, and to your learning. You cannot participate if you are not present. We will start promptly; be on time. Expect the class to last the full period. If a class session is missed, you are responsible for getting any notes from your classmates. See Attendance Policy, below.

4. *You will maintain high standards of personal civility.*

What you learn in this course is highly relevant to today's workplace and marketplace. We will model ourselves on standards of behavior reflecting professionalism and respect. For a detailed discussion of expected standards, see the Student Conduct section, below.

5. *You will maintain the highest standard of academic integrity.*

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating or plagiarism. Review the Plagiarism Policy, below.

### **Specific Course Policies**

#### **Attendance:**

Attendance will be taken during every class period. You are expected to be in class, to be on time, and to be well prepared.

You will be allowed 1 absence. Each subsequent absence will result in a 5 point deduction from your final point total.

The exception to this is if you provide official documentation proving a legitimate reason for missing class:

- If you are too ill to come to class to take an exam or participate in your group presentation, you must have a signed (and dated) document from your doctor saying you had to miss the exam/presentation (on that particular day) because of your illness.
- If you miss class because of the death of a loved one, you must provide proof as requested by your instructor.
- If you will miss class because of the observance of a religious holiday, please let me know at least a week in advance.
- If you are active in University-sponsored events (athletic teams, debate, etc.) you must supply the appropriate school-provided documentation.

I reserve the right to determine what qualifies as a legitimate reason for missing class and/or as acceptable documentation.

I will post lecture slides in Blackboard. DO NOT assume that these slides will encompass all information necessary for each chapter/section/topic. Reading, note taking, and active participation are critical if you wish to attain a good grade in this class.

#### **Blackboard:**

To succeed in this course it is essential that you have regular and reliable online access to Blackboard, that you be familiar with and able to use the Blackboard system, and that you regularly (i.e., daily) check the Announcements in the course Blackboard. (The "course menu" consists of the tabs, or "navigation buttons," located on the left side of our course Blackboard site. Announcements are in chronological order and appear when you open the course site.)

**Gradebook:** Your class grade will be registered on the Blackboard site. You will utilize the gradebook to verify that you have correctly submitted a paper via SafeAssign.

**SafeAssign:** ALL written assignments will be submitted through SafeAssign by 11 p.m. on the due date posted on the syllabus.

NOTE: Each time you submit an assignment through SafeAssign, verify that your paper was submitted correctly. To do this, go to the grade center for your Friday breakout group. If you see a white exclamation point ("!") inside of a green box present in the space where your grade will be, then your

assignment was successfully received. It is your responsibility to verify this **PRIOR** to the deadline as no assignments will be accepted and graded that are not successfully submitted through SafeAssign.

“Computer problems” do not excuse late work. It is your responsibility to be certain that your available computer is compatible with Blackboard, and to do this well ahead of any assignments being due. In general, you should prepare your assignments and submit online assignments at least one day ahead of deadline, in anticipation of technical problems, including University-based problems.

**Course Contact:** Periodically, I will post announcements and/or send out individual and class emails. All email sent via Blackboard is automatically sent to students’ asu.edu accounts. Therefore, you must regularly check your ASU email. Of course, you can forward your ASU email to another account if you wish.

**General Course Questions/Connecting with your classmates:** The Blackboard menu item called Hallway Conversations is the place to post questions, raise issues, and make suggestions. Because Hallway Conversations is an open forum – all students can see what goes on there – you can benefit from what others have to say, and you can participate in the conversation.

- You must subscribe to this Forum right away to avoid missing important course information. By subscribing, you’ll receive an email notice when questions or answers are posted.
- Put the subject matter of your question/comment in the reference line of your post so that everyone can use this as a resource for future reference.
- I’ll post responses as quickly as possible.

If you have private issues or concerns, feel free to email directly. Note: ASU has strong firewalls. It’s best to use your ASU email for contact. Email from accounts other than your ASU account might not get through.

### **Writing Requirements:**

The required format for all papers is .doc, or .docx, **NOT .pdf**, etc. If you use the SAVE AS feature to change the file type, be sure to check the document before you submit it. All papers should be typed in black 12-point Times Roman font, double-spaced (except as directed) and have one-inch margins. [NOTE: Your computer default setting may not be 1”. Reset it, as needed. Contact the ASU Helpdesk if you need assistance.] Any citations must be formatted in APA (American Psychological Association) style.

You are expected to write at a collegiate level using Standard English (consider grammar, spelling, punctuation, sentence structure, etc.). If English is not your native language please take your papers to the ASU writing center before the papers are submitted for final grading. You can find information about the writing center by visiting <https://tutoring.asu.edu/writing-centers>. Papers submitted with excessive grammar and spelling errors will receive 0 points. I reserve the right to determine what constitutes “excessive.”

This class, as all others in the School, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding – please seek assistance at the Writing Center on campus or with the International Student office which provides conversational groups for non-native speakers. Since this class is taught in English, all work in the course will be graded based on a common rubric that assumes an understanding of English.

You can find more resources on Blackboard under the Evaluation Paper Resources section. I strongly suggest that you watch Formatting and Structure Tutorial on the Blackboard here before you write your first paper.

### **Plagiarism Policy:**

Plagiarism is intentionally or unintentionally using another's work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else's words as your own. Exact words can be used ONLY in direct quotes, clearly presented as such.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, or allowing another student to copy your work, and possession of unauthorized materials during an examination.

If you have turned the work in for another class, it is considered self-plagiarism and violates University policy. Even within this course, each assignment must be a new paper; you may not duplicate material across assignments.

Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: Assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for Arizona State University: <http://provost.asu.edu/academicintegrity>.

Remember, any academic dishonesty in this course will result in failure of the course, and could also lead to disciplinary action by the college or university.

### **Submission Policy:**

Work needs to be submitted to SafeAssign by the due date.

Please DO NOT e-mail your assignments. I will only accept assignments via e-mail if you have a reasonable, documented excuse and/or if cleared with your instructor ahead of time. I am not responsible for attachments that do not open (or that are unreadable when they do open), or for late, lost, misdirected, misguided, or imaginary emails. Lastly, DO NOT turn papers/assignments in to the front office of the Hugh Downs School of Human Communication.

**Deadlines:** Deadline for all online assignments is 11 p.m. on the due date. Computer and/or system problems do NOT excuse late work or missed exams. Penalties will apply to all late work unless advance arrangements have been made with the instructor.

**IMPORTANT NOTE:** If you have computer problems using Blackboard, do NOT contact your instructors for help. If you have computer/internet or Blackboard-related problems, you must immediately contact the Help Desk 24/7 at 1-855-ASU-5080 or the helpdesk tab on your "My ASU" page. Additionally, you can visit the technology studio at the Computer Commons.

### **Student Conduct:**

The Hugh Downs School of Human Communication strives for a classroom climate that is comfortable for all. In a communication class, it is especially important that we...

1. display respect for all members of the classroom – including the instructor and students;
2. pay attention to and participate in all class sessions and activities;
3. avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and
4. avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced each time you engage in these sorts of behaviors.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. As noted in this document, "An instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion a student's final grade will be lowered by 25% instead.

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (<http://students.asu.edu/srr/code>) as well as the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).

### **Disability Service:**

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Please contact me at the beginning of the semester, as I will be more than willing to make the necessary arrangements. The DRC is located on the first floor of Matthew's Center. They can be contacted at <http://www.asu.edu/studentaffairs/ed/drc/>. They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TDD).

### **Technology in the Classroom:**

Laptops are permitted for academic purposes. If you use a laptop during class, please note:

- be prepared for me to monitor your use
- accept moments when you are requested to put away electronic devices
- I reserve the right to override electronic use at any time

Cell phones must be on "silent" or off during class. No iPods or other entertainment devices will be allowed during class (no earphones, no texting, no Facebook, etc.).

**Your instructor reserves the right to ask you to leave the classroom if your use of technology is disruptive to your peers and/or your instructor. If you are asked to leave you automatically lose participation/attendance points for the day – no matter how long you were in class.**

### **Food and/or Drinks:**

Please keep your work area clean. If you consume any food or liquid during class, please clean up after yourself.

### **Class Notes:**

I strongly encourage informal networks in class. It is a good idea to exchange phone numbers or email addresses with one or more students. Do NOT rely on the instructor to provide you with class lecture notes or assignments if you are unable to attend class.

### **Feedback:**

I welcome feedback about the course. If we wait until university evaluations at the end of the semester, I cannot make changes that will help you. I regularly ask the class for feedback. Please share your thoughts with me in a collaborative manner during the semester. You can make suggestions in class, with me privately during office hours, or via email.

### **Important Caveat:**

I reserve the right to update or change portions of this syllabus in order to make the course a better experience for everyone. This may be in response to suggestions from students, from my own observations, or as the result of requirements by the School, College, or University. Changes will be announced in class and posted on the course Blackboard site.

### **Course Schedule Changes:**

A tentative course schedule is attached to this syllabus. It indicates all reading assignments, exam dates, presentation dates, and all other assignments that are due. This is a tentative schedule that may change at any time. I will notify the class of any changes, it is the students' responsibility to find out what changes (if any) were made to the course schedule.

### **Contacting the Instructor**

I aim to be easily accessible to you in a variety of contexts, including face-to-face or email (which is the best way to contact me). At the same time, I also ask that you make use of the teaching materials available in the syllabus and on Blackboard. These materials were designed to answer many questions, so please check them before approaching me. Contacting me at the last moment does not shift your responsibility for completing an assignment. And please do not expect a response "A.S.A.P." simply because you waited until the last moment.

Please allow up to 48 hours for a response to any correspondence. If a response has not been provided to you within 48 hours, please try contacting again.

### **When sending an email use professional language and include the following:**

- subject line that includes COM 300 and the class session
- address the party
- sign your name

### **Office Hours:**

Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you might have related to this course. Please use office hours. If your schedule does not work with my office hours, please collaborate with me to find a time that works.

### **Course Assignments:**

1. Exams (3 @ 50 points) = 150 points
2. Chapter reading quizzes ( 14 @ 5 points) = 70
3. Personal Experience/Response Paper = 50 points
4. Health Care Advocacy Project/Presentation = 80 points
5. In class assignments (5 @ 10 points) = 50 points

Total Possible Points = 400 points

## Health Care Advocacy Project/Presentation

1. Analyze a movie, film, article, and/or interview (example – in depth news coverage regarding Obamacare) about a health issues utilizing course concepts/theories/framework in order to critique and evaluate the work in terms of popular culture, rhetorical discourse and advocacy. Your lens should focus on gender, culture, sexual differences, and/or race. Your analysis should consist of conclusions about the theories/ rhetoric/ lens.
2. Propose a realistic health care campaign for a. Arizona State University b. your workplace c. your community. This campaign should consider concepts and theories that explain the fundamental framework of the text, theories and research. Your responsibility is to convince your audience to change their behavior or move into action in order to materialize your goals of the campaign. You must draw upon a target audience, a framework for persuasive strategy and specific/concrete examples of how your campaign will benefit the overall intended population(s).

### All Written Assignments Must Be:

- Typed
- Double spaced
- 12 pt. font
- Times New Roman
- 1” margins
- Stapled (if more than one page)
- Free of grammar, spelling, and punctuation errors
- Written and organized effectively

\*For each of these guidelines not met *two* points will be deducted from your assignment.

### Grading

98-100= A+

93-97.9= A

90-92.9= A-

87-89.9= B+

83-86.9= B

80-82.9=B-

77-79.9= C+

70-76.9= C

60-69.9= D

0-59.9= E