

APPLICATION FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: September 1, 2011
- b. Department/Division: Communication /Journalism /Telecommunication
- c. Contact person name: Shari Veil Email: shari.veil@uky.edu Phone: 859-257-9470
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 721
- b. Full Title: Seminar in Risk Communication
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
<input checked="" type="checkbox"/> Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: This course establishes risk communication as a distinct sub-discipline within the communication discipline. Ethical considerations are paramount in all areas covered in the course. Theories of risk communication such as mindfulness, sensemaking, chaos, image repair, issues management, the constraints of structuration, and renewal discourse are discussed in terms of pre-crisis, crisis, and post-crisis. Applied research areas such as best practices, high reliability organizations, terrorism, and health risks are also considered. Ultimately, the course provides an overview of the established and emerging perspectives on risk and crisis from the communication perspective.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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- I. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10-15
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: Many professionals tasked with risk and crisis communication management are not trained in the area. This certificate would provide advanced education for professionals in the field and those in complimentary programs. For example, students pursuing an MBA or MPA may find value in advanced education in risk and crisis communication.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Risk Sciences
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Risk Sciences
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: CJT 721

Proposal Contact Person Name: Shari Veil

Phone: 859-257-9470

Email: shari.veil@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/2/11	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	<i>Tim Sellnow</i>
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 721	Date: 8/31/2011
Instructor Name: Not known	Instructor Email: for contact please use shari.veil@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p><i>100%; Risk Sciences Certificate</i></p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

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CJT 721 – Risk Communication– 3 Credits

Time:

Room:

“The great enemy of the truth is very often not the lie—deliberate, contrived, and dishonest—but the myth—persistent, persuasive, and unrealistic.” J. F. Kennedy

Instructor:

Phone:

E-mail:

Office:

Office Hours:

- Scheduled Hours
- Contact me via e-mail to schedule an appointment to meet. I will frequently respond as soon as possible, usually within 24 hours.
- Virtual office hours

Course Format: This is an online course, but asynchronous class discussion via Blackboard is required to facilitate a sense of community.

Course Requirements: You will need access to an appropriate computer with broadband Internet connection.

Blackboard: The Blackboard course management system will be used to facilitate the class. Please visit <http://www.uky.edu/Blackboard/> to learn about this system and the login requirements.

Readings: With the exception of the books listed below, readings will be posted on the course’s Blackboard site. The journal articles and chapters included are listed on the weekly schedule. You will need to purchase the following books:

Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizations and public policy challenges* (2nd ed.). Thousand Oaks, CA: Sage.

Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Littlefield, R. S. (2009). *Effective risk communication: A message-centered approach*. New York: Springer Science+Business Media, LLC.

Course Description: This course takes a message-centered approach to the study of risk communication. The course establishes risk communication as a distinct sub-discipline within the communication discipline. Ethical considerations are paramount in all areas covered in the course. Theories of risk communication such as mindfulness, sensemaking, chaos, image repair, issues management, the constraints of structuration, and renewal discourse are discussed in terms of pre-crisis, crisis, and post-crisis. Applied research areas such as best practices, high reliability organizations, terrorism, and health

risk are also considered. Ultimately, the course provides an overview of the established and emerging perspectives on risk and crisis from the communication perspective.

Course Outcomes

- The students will be able to distinguish the parameters of risk and crisis communication in the communication discipline.
- The students will be able to select the appropriate communication theory to fit a risk situation.
- The students will be able to compose a scholarly analysis that generates conclusions through the application of an appropriate theory of risk communication in a case study.

Assignments

Application Papers (2 @ 5 points each)	10 points
Subject Matter Expert Papers (2 @ 50 points)	100 points
Final Paper	<u>200 points</u>
Total	310 points

Grading

Final grades will be assigned according to the following scale: A = 90%, B = 80%, C = 70%.

Description of Assignments

Subject Matter Expert Papers

Students will compose a narrative outline, five double-spaced pages (12-pt. Times New Roman, 1” margins) excluding references, summarizing the readings for the week selected. The paper should include 1) a paragraph introducing the concept and explaining a rationale for why the concept is relevant to risk communication; 2) three to five overriding themes that appear consistently in the readings (a justification for the selection should be provided using examples with page numbers from the assigned articles) 3) up to one page describing how the concept functions in or has the potential to inform the study of risk communication; 4) a paragraph speculating how the concept is evolving or might evolve in the future; and 5) three to five open-ended questions inspired by the reading that are appropriate for class discussion. The subject matter expert presentation will last approximately one hour. Twenty to thirty minutes will be allocated to the subject matter expert’s presentation. The remaining time will be devoted to class discussion. The instructor is open to a wide variety of structural formats for the paper and presentation. Subject matter experts should share a copy of their papers with the other students and instructor.

Application Papers

Students are asked to complete two application papers. The application papers should be completed on weeks when the student is not serving as a subject matter expert. Specifically, the application papers involve selecting a case from current events or history

that exemplifies or helps to illustrate the concept being discussed. The examples may be presented either orally or by using audio or video materials. The paper should not exceed one double-spaced page (12-pt. Times New Roman, 1" margins). The paper should include a paragraph describing the case, a paragraph explaining why the case is relevant to the concept being covered in class, and a paragraph summarizing some of the conclusions that can be made from the case. To assure an even distribution throughout the semester, the instructor will distribute a schedule allowing students to sign up for the available weeks.

Final Paper

The final paper should analyze some aspect of a risk communication by applying an extended review of a specific element of the risk communication literature to an organization's risk communication planning, previous response to an issue, or both. Students are not limited to the cases covered in class. This paper should take the form of a conference paper or journal article. Papers must include research questions, a rationale, designation of a data set, a review of literature that articulates a methodological stance, an analysis section, and a discussion of implications. The paper should conform to the most recent edition of the *Publication Manual of American Psychological Association* guidelines. The paper may not exceed 30 double-spaced pages (12-pt. Times New Roman, 1" margins) excluding references, tables, figures, and appendices.

Policies for the Course:

Any students who need special accommodations for learning or who have special needs are invited to share these concerns or requests with the instructor by the end of the second week of class. We will work to make reasonable accommodation so that we can ensure you have the opportunity to fully demonstrate your abilities and benefit from this course.

Attendance: Students are expected to attend all class sessions. Participation is a critical element in any communication course. Moreover, students who choose not to attend the lectures tend to have a more difficult time completing their assignments than do those students who attend regularly. Whenever possible, the instructor should be notified in advance if students must miss class.

Participation: Students are encouraged to participate in all lectures/discussions. When students share their experiences with the class, the course material often becomes more interesting and comprehensible.

Social Responsibility: Students are expected to display the same level of behavior in the classroom that they would enact in a highly professional setting. Specifically, laptops should remain closed, cell phones should be turned off, extraneous reading materials should be put away, and students should eschew side conversations that are outside the class discussion. In addition, remarks that are perceived as racist, sexist, or vulgar should be avoided. Students failing to display social responsibility will be warned once. Future violations will result in ejection from the class session. Consistent violations will result in

ejection from the class. (Students with special needs involving computer use for taking notes should notify the instructor.)

Assignment Descriptions: Students will receive a detailed outline of all assignments at least one week before they are due.

Private Meetings: Students are highly encouraged to interact with the instructor outside of class. A few minutes with the instructor can often eliminate confusion or anxiety concerning an assignment. Students unable to meet with the instructor during office hours are encouraged to make appointments at other times.

Late Work: All assignments are due on time. "Make-up" assignments will be allowed only if a compelling excuse is offered. If a compelling excuse is not offered, the instructor will allow the student to complete a version of the assignment for a 10% reduction in total points. Students who fail to turn in papers on time without a compelling excuse will have no makeup opportunities.

Academic Dishonesty/Plagiarism: Written work for this course must be the original work of the student. Any student guilty of cheating or plagiarism as defined in the Students Rights and Responsibilities Code (<http://www.uky.edu/StudentAffairs/Code/part2.html>; especially sections 6.3.1 on plagiarism, and 6.3.2 on cheating) will be sanctioned with an E grade for the course.

Technology Information and Resources: Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lweb_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23&lweb_id=3

TENTATIVE WEEKLY SCHEDULE

Please have all readings completed by the date under which they are listed.

Distinguishing Risk and Crisis Communication as Separate Sub-Disciplines

*“Society would be safer, smarter, and fairer if our organizations and their masters could admit their limitations, declaring frankly that they cannot control the uncontrollable”—
Lee Clarke*

Week 1: Definitions and Distinctions of a Message-Centered Approach

National Research Council. (1989). *Improving risk communication*. Washington, D. C.: National Academy Press. (Chapter 1)

Heath, R. L., & O’Hair, H. D. (2009). The significance of crisis in risk communication. In R. L. Heath, & H. D. O’Hair (Eds.), *Handbook of risk and crisis communication* (pp. 5-31). New York: Taylor and Francis Group.

Palenchar, M. J. (2009). Historical trends of risk and crisis communication. In R. L. Heath, & H. D. O’Hair (Eds.), *Handbook of risk and crisis communication* (pp. 31-52). New York: Taylor and Francis Group.

Palenchar, M. J. (2010). Risk communication. In R. L. Heath (Ed.), *Handbook of public relations* (pp. 447-460). Thousand Oaks, CA: Sage

Week 2: “Unique” Ethical Considerations

Effective Risk, Chapter 11

Cheney, G. (1991). *Rhetoric in an organizational society: Managing multiple identities*. Columbia, SC: University of South Carolina Press. (Chapter 1)

Clarke, L. (1999). *Mission improbable: Using fantasy documents to tame disaster*. Chicago, IL: University of Chicago Press. (Chapters 1 and 6)

Heath, R. L., & Ni, L. (2010). Community relations and corporate social responsibility. In R. L. Heath (Ed.), *Handbook of public relations* (2nd ed.) (pp. 557-568). Thousand Oaks, CA: Sage.

Bowen, S. A. (2010). The nature of good in public relations: what should be its normative ethic? In R. L. Heath (Ed.), *Handbook of public relations* (pp. 569-583). Thousand Oaks, CA: Sage

Theories and Perspectives of Risk Communication

“Out of clutter find simplicity. From discord, find harmony. In the middle of difficulty lies opportunity.” Albert Einstein

Week Three: Mindfulness

<http://vm.cfsan.fda.gov/~comm/vlmfirst.html>

Effective Risk, Chapter 10

Burgoon, J. K., Berger, C. R., & Waldron, V. R. (2000). Mindfulness and interpersonal communication. *Journal of Social Issues*, 56(1), 105-127.

Langer, E. J., & Moldoveanu, M. (2000). The contrast of mindfulness. *Journal of Social Issues*, 56(1), 1-9.

Langer, E. J., & Piper, A. I. (1987). Prevention of mindlessness [electronic version]. *Journal of Personality and Social Psychology*, 53(2), 280-287.

Perrow, C. (1999). *Normal accidents: Living with high-risk technology*. Princeton, NJ: Princeton University Press. (Chapters 1-3)

Week 4: Sensemaking

Weick, K. E. (1988). Enacted sensemaking in crisis situations. *Journal of Management Studies*, 25(4), 305-317.

Weick, K. E. (2001). The collapse of sensemaking in organizations: The Mann Gulch disaster. In K. E. Weick (Ed.), *Making sense of the organization* (100-124). Oxford, UK: Blackwell Publishers Inc.

Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage. (Chapter 2)

Sandman, P. M. (1993). *Responding to community outrage: Strategies for effective risk communication*. Fairfax, VA: American Industrial Hygiene Association. (Chapter 1).

Week 5: The Precautionary Principle

Effective Risk, Chapter 12

Maguire, S., & Ellis, J. (2009). The precautionary principle and risk communication. In R. L. Heath & H. D. O’Hair (Eds.) *Handbook of risk and crisis communication* (pp. 119-137). New York: Routledge.

Som, C., Lorenz, Hity, L. M., & Kohler, A. R. (2009). The precautionary principle as a

framework for a sustainable information society. *Journal of Business Communication*, 85, 493-505.

Myles, L. (2006). Fear and coughing in Toronto: SARS and the uses of risk. *Canadian Journal of Communication*, 31, 367-389.

Week 6: Risk Communication at the Community Level

McComas, K. A. (2010). Community engagement and risk management. In R. L. Heath (Ed.), *Handbook of public relations* (2nd ed.) (pp. 461-476). Thousand Oaks, CA: Sage.

Virtual discussion with Lexington community and University of Kentucky leaders assigned with risk planning and risk communication.

Week 7: Issues Management—Environmental Scanning and Risk

Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizations and public policy challenges* (2nd ed.). Thousand Oaks, CA: Sage. (Chapters 1-5)

Week 8: Issues Management—Issues Communication

Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizations and public policy challenges* (2nd ed.). Thousand Oaks, CA: Sage. (Chapters 6-10)

Week 8: Organizational Learning, Unlearning, and Structuration

Poole, M. S., & McPhee, R. D. (2005). Structuration theory. In D. K. Mumby, & S. May (Eds.), *Engaging organizational communication theory & research* (171-196), Thousand Oaks, CA: Sage.

McPhee, R. D., & Iverson, J. (in press). Agents of constitution in Communicad: Constitutive processes of communication in organizations. In L. Putnam, & A. Nicotera (Eds.), *Building theories of organization: the constitutive role of communication*. Abingdon, UK: Routledge.

Iverson, J. O., & McPhee, R. D. (2008). Communicating knowing through communities of practice: Exploring internal communication processes and differences among CoPs. *Journal of Applied Communication Research*, 36, 176-199.

Week 9: Risk Communication as a Discourse of Renewal

Veil, S. R., Sellnow, T. L., & Heald, M. (2011). Memorializing crisis: The Oklahoma

National Memorial as renewal discourse. *Journal of Applied Communication Research*, 39(2), 164-183.

Bosdorff, D. M. (2003). George W. Bush's Post-September 11 rhetoric of covenant renewal: Upholding the faith of the greatest generation. *Quarterly Journal of Speech*, 89, 293-319.

Ulmer, R. R., Seeger, M. W., & Sellnow, T. L. (2007). Post-crisis communication and renewal: Expanding the parameters of post-crisis communication. *Public Relations Review*, 33, 130-134.

Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. (2009). Post-crisis communication and renewal: Understanding the potential for positive outcomes in crisis communication. In R. L. Heath, & H. D. O'Hair (Eds.), *Handbook of risk and crisis communication* (pp.). New York: Taylor and Francis Group.

Applied Research in Risk Communication

"The world breaks everyone, and afterward many are strong at the broken places."
Ernest Hemingway

Week 10: Best Practices:

Effective Risk, Chapter 2

Venette, S. J. (2006). Introduction. *Journal of Applied Communication Research*, 34, 229-231.

Seeger, M. W. (2006). Best practices in crisis communication: An expert panel process. Introduction. *Journal of Applied Communication Research*, 34, 232-244.

Heath, R. L. (2006). Best practices in crisis communication: Evolution of practice through research. Introduction. *Journal of Applied Communication Research*, 34, 245-244.

Reynolds, B. (2006). Response to best practices. Introduction. *Journal of Applied Communication Research*, 34, 249-252.

Ropeik, D. (2006). Best practices response. Introduction. *Journal of Applied Communication Research*, 34, 253-256.

Sandman, P. (2006). Crisis communication best practices: Some quibbles and additions.

National Center for Food Protection and Defense (2008). White paper on

confounding issues for implementing best practices in risk communication.
 (Available from National Center for Food Protection and Defense:
<http://www.ncfpd.umn.edu/>)

Week 11: Public Health/Crisis Emergency Risk Communication:

Reynolds, B., & Seeger, M. W. (2005). Crisis and emergency risk communication as an integrative model. *Journal of Health Communication, 10*, 43-55.

Seeger, M. W., Reynolds, B., & Sellnow, T. L. (2009). Crisis and emergency risk communication in health contexts: Applying the CDC model to pandemic influenza. In R. L. Heath, & H. D. O’Hair (Eds.), *Handbook of risk and crisis communication* (pp. 31-52). New York: Taylor and Francis Group.

Veil, S. R., Reynolds, B., Sellnow, T. L., & Seeger, M. W. (2008). Crisis & Emergency Risk Communication as a theoretical framework for research and practice. *Health Promotion Practice, 9*(4), 26S-34S.

Week 12: Terrorism:

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Kreps, G. L., Alibek, K., Bailey, C., Neuhauser, L., Rowan, K. E., & Sparks, L. (2005). The critical role of communication to prepare for biological threats: Prevention, mobilization, and response. In H. D. O’Hair, R. L. Heath, & G. R. Ledlow (Eds.), *Community Preparedness and response to terrorism* (Volume 3) (191-210). Westport, CT: Praeger.

Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. (2005). Constructing the “new normal” through post-crisis discourse. In H. D. O’Hair, R. L. Heath, & G. R. Ledlow (Eds.), *Community Preparedness and response to terrorism* (Volume 3) (167-189). Westport, CT: Praeger.

Heath, R. L., & O’Hair, D. H. (2008). Terrorism: From the eyes of the beholder. In H. D. O’Hair, R. L. Heath, K. J. Ayotte, & G. R. Ledlow (Eds.), *Terrorism: Communication and rhetorical perspectives* (pp. 17-42). Cresskill, NJ: Hampton Press.

Week 13: Risk Communication in Action

Virtual discussion with practitioners in the Department of Homeland Security’s Centers of Excellence—University Research Division

Week 14: Formal Presentations

Students should prepare and deliver their final paper presentations as if they were presenting on a top papers panel at the National Communication Association or International Communication Association.

Week 15: Final Examination Period

Submission of final papers.