

COMHLTH 572: Communicating Health to Specialized Populations

Instructor: Dr. Jeffery Chaichana Peterson

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Office Hours: Tuesday and Thursday 3:00-4:00 p.m. and by appointment

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Course Information:

Overview: Hunger, substance abuse, HIV/AIDS, terrorism - we live in a world fraught with social problems. Social change, in many instances, is the only avenue for building a healthy world; in other cases, it is a precursor to the process of building healthy cities, healthy villages and healthy neighborhoods. This course explores the intersection of culture, communication, and health. The production, exchange, maintenance, propagation and metamorphosis of cultural symbols are explored in depth here, with a special focus on health-based meanings. Organized around the fundamental questions "How does culture construct health and illness? How do communicative practices vary across cultures?" This course seeks to understand health communication from a cross-cultural perspective. Particular emphasis is laid on understanding preventive behaviors and the different interpretations of such behaviors across cultures. Based on the review and synthesis of the literature on cross-cultural communication and the cultural aspects of health, the student will engage in building a theory of cross-cultural health communication.

Credits: 3 credits

Prerequisites: Admitted to the online master's program in Health Communication and Promotion or approval from the instructor

Semester: Fall 2018

Course Delivery: Course is delivered online, asynchronously through WSU's Learning Management System (Blackboard Learn).

Textbook and Course Materials: (available at The Bookie or online at Amazon)

- Dutta, M. (2008). *Communicating Health: A culture-centered approach*. Malden, MA: Polity Press.
- Lupton, D. (2012) *Medicine as Culture*. Thousand Oaks, CA: Sage.
- Addition reading material listed in the course schedule.

Course Learning Outcomes and Assessment

Students who complete COMHLTH 572 Communicating Health to Specialized Populations will explore the intersection of culture, communication and health. The production, exchange, maintenance, propagation and metamorphosis of cultural symbols are explored in depth, with special focus on health-based meanings. Particular emphasis is laid on understanding preventive behaviors and the different interpretations of such behaviors across cultures. Based on the review and synthesis of the literatures on cross-cultural communication and the cultural aspects of health, the student will engage in building a theory of cross-cultural health communication. This course is integral to the online master's in health communication and promotion, and will appeal to students earning the degree as well as those interested in communicating health information to specialized and at-risk populations.

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topics and dates will address this outcome:	Evaluation of Outcomes: This outcome will be evaluated primarily by:
Understand the role of culture and communication in the construction of health meanings.	Aug 20-Sep 16 <ul style="list-style-type: none"> • Overview of Health Communication to Specialized Populations • Culture & Communication • Health & Communication • Culture in Health Communication 	Demonstrate knowledge of concepts relevant to communicating health to specialized populations. <ul style="list-style-type: none"> • Mini Assignment 1 • Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond.
Examine existing theories of cross-cultural, development and international communication.	Sep 17 – Oct 21 <ul style="list-style-type: none"> • Culture and Construction of Health • Culture and Structure • Culture, Pain, and Suffering • Culture, Health, and Resistance • Culture and Sexuality 	Effectively demonstrate the ability to communicate about health with specialized populations and stakeholders. <ul style="list-style-type: none"> • Related readings • Mini Assignment 2 • Mini Assignment 3 • Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond.
Understand the relationship between culture and health, with particular emphasis on the meanings of preventive behaviors.	Oct 22 – Nov 18 <ul style="list-style-type: none"> • Religion, Spirituality, Health • Culture and Decision Making • Culture, Identity, and Health 	Ability to develop a research study that examines how to effectively communicate about a health topic to specialized populations. <ul style="list-style-type: none"> • Related readings

	<ul style="list-style-type: none"> • Culture, Health Policy, and Politics 	<ul style="list-style-type: none"> • Mini Assignment 4 • Mini Assignment 5 • Final Exam • Research Paper • Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond.
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Expectations for Student Effort

For each hour of lecture equivalent, students should expect to have a minimum of six hours of work outside of class. Therefore, students should expect to devote 6-10 hours/week on course readings, lecture reviews, discussion posts and assignments.

Weekly Course Outline

The readings are divided into two parts. The first part provides the foundation for culture, communication, and health. The second part provides substantive insights into the different content domains where culture interacts with issues of health.

Week	Dates	Topic	Tasks
Week 1	Aug 20-26	Overview of Health Communication to Specialized Populations	Things to discuss: what are your basic assumptions of Health, Communication, and Culture? <ul style="list-style-type: none"> • Critical health communication (why and for whose benefit, not just how) • Process versus message based approaches (reception of messages, not just the creation of them) • Qualitative and discursive approaches • Applied versus “theoretical” approaches • Formative research versus design, implementation, evaluation, and dissemination. • Psychological versus anthropological tradition
Week 2	Aug 27-Sep 2	Culture & Communication	<i>Readings:</i> Martin, J.N., & Nakayama, T. (2014). Thinking dialectically about culture and communication. In M.K. Asante,

			<p>Y.Miike, and A.J. Yin's (Eds) <i>The Global Intercultural Reader</i> (pp.190-210). New York: Routledge.</p> <p>Hall, B.J. (2014). Theories of culture and communication. In M.K. Asante, Y.Miike, and A.J. Yin's (Eds) <i>The Global Intercultural Reader</i> (pp.58-75). New York: Routledge.</p> <p>Kim, Y.Y. (2005). Inquiry in Intercultural and Development Communication. <i>Journal of Communication, September</i>, 554-577.</p>
Week 3	Sep 3-9	Health & Communication	<p><i>Readings:</i></p> <p>Dutta, M.J. & Zoller, H.M. (2008). Theoretical foundations: Interpretive, critical, and cultural approaches to health communication. In H.M. Zoller & M.J. Dutta's (Eds). <i>Emerging Perspectives in Health Communication: Meaning, Culture, and Power</i> (pp. 1-28). New York: Routledge.</p> <p>Murphy, A.G., Eisenberg, E.M., Wears, R. & S.J. Perry (2008). Contested streams of action: Power and deference in emergency medicine. In H.M. Zoller & M.J. Dutta's (Eds). <i>Emerging Perspectives in Health Communication: Meaning, Culture, and Power</i> (pp. 275-292). New York: Routledge.</p> <p>Sharf, B., Haidet, P. & T.L. Kroll (2005). "I want you to put me in the grave with all my limbs": The meaning of active health participation. In E. Berlin Ray's (Ed). <i>Health Communication in Practice: A Case Study Approach</i> (pp. 39-52). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Witte, K. (2005). Journey of life: A radio soap opera on family planning in Ethiopia. In E. Berlin Ray's (Ed). <i>Health Communication in Practice: A Case Study Approach</i> (pp. 347-356). Mahwah, NJ: Lawrence Erlbaum.</p>
Week 4	Sep 10--16	Culture in Health Communication	<p><i>Readings:</i></p> <p>Kreuter, M.W., & McClure, S. (2004). The role of culture in health communication. <i>Annual Review of Public Health, 25</i>, 439-455.</p> <p>Dutta, M.J. (2008). Communicating Health</p> <ul style="list-style-type: none"> • Chapter 1 Culture in Health Communication (pp. 17-43) • Chapter 2 the culture-centered approach (pp. 44-68) • Chapter 3 Theoretical approaches to the study of culture (pp. 69-89) <p>Villagran, M., Collins, D., & Garcia, S. (2008). Voces de Las Colonias: Dialectical tensions about control and cultural</p>

			identification in Latinas' communication about cancer. In H.M. Zoller and M. Dutta's (Eds.) <i>Emerging Perspectives in Health Communication: meaning, culture, and power</i> (pp. 203-223). New York: Routledge.
Week 5	Sep 17-23	Culture and Construction of Health	<p><i>Readings:</i></p> <p>Lupton, D. (2012). Theoretical perspectives on medicine and society. In D. Lupton, <i>Medicine as culture</i> (pp. 1-19). Thousand Oaks, CA: Sage.</p> <p>Lupton, D. (2012). The body in medicine. In D. Lupton, <i>Medicine as culture</i> (pp. 20-50). Thousand Oaks, CA: Sage.</p> <p>Hodge, d., Limb,G., & Cross, T. (2009). Moving from colonization toward balance and harmony: A Native American perspective on wellness. <i>Social Work, 54</i>, 211-219.</p> <p>Koenig, C.J., Dutta, M.J., Kandula, N., & Palaniappan, L. (2012). "All of those things we don't eat": A culture-centered approach to dietary health meanings for Asians living in the United States. <i>Health Communication, 27</i>, 818-828.</p>
Week 6	Sep 24-30	Culture and Structure	<p><i>Readings:</i></p> <p>Dutta-Bergman, M. (2004). Poverty, structural barriers, and health: A Santali narrative of health communication. <i>Qualitative Health Research, 14</i>, 1-16.</p> <p>Ochoa Camacho, E., Yep, G.A., Gomez, P.Y., & Velez, E. (2008). El Poder y la Fuerza de la Pasion: Toward a model of HIV/AIDS education and service delivery from the "bottom up." In H.M. Zoller and M. Dutta's (Eds.) <i>Emerging Perspectives in Health Communication: meaning, culture, and power</i> (pp. 224-243). New York: Routledge</p> <p>Frank, J. W., Moore, R. S., & Ames, G. M. (2000). Historical and cultural roots of drinking problems among American Indians. <i>American Journal of Public Health, 90</i>(3), 344-352.</p> <p>Thorburn, S., Kue, J., Levy Keon, K., & Lo, P. (2012). Medical mistrust and discrimination in health care: A qualitative study of Hmong women and men. <i>Journal of Community Health, 37</i>, 822-829.</p>
Week 7	Oct 1-7	Culture, Pain, and Suffering	<p><i>Readings:</i></p> <p>Lupton, D. (2012). The lay perspectives on illness and disease. In D. Lupton, <i>Medicine as culture</i>. Thousand Oaks, CA: Sage.</p>

			<p>Dickson, G., & Kim, J. (2003). Reconstructing a meaning of pain: Older Korean American women's experiences with the pain of osteoarthritis. <i>Qualitative Health Research, 13</i>, 675-688.</p> <p>Finnstrom, B., & Soderhamn, O. (2006). Conceptions of pain among Somali women. <i>Journal of Advanced Nursing, 54</i>, 418-425.</p> <p>Koffman, J., Morgan, M., & Higginson, I.J. (2008). Cultural meanings of pain: A qualitative study of Black Caribbean and White British patients with advanced cancer. <i>Palliative Medicine, 22</i>, 350-359.</p>
Week 8	Oct 8-14	Culture, Health, and Resistance	<p><i>Readings:</i></p> <p>Lupton, D. (2012). Power relations and the medical encounter. In D. Lupton, <i>Medicine as culture</i> (pp. 105-136). Thousand Oaks, CA: Sage.</p> <p>Cripe, E.T. (2008). Supporting breastfeeding(?): Nursing mothers' resistance to and accommodation of medical and social discourses. In H.M. Zoller and M. Dutta's (Eds.) <i>Emerging Perspectives in Health Communication: meaning, culture, and power</i> (pp. 63-84). New York: Routledge.</p> <p>Mallory, C., & Stern, P. (2000). Awakening as a change process among women at risk for HIV who engage in survival sex. <i>Qualitative Health Research, 10</i>, 581-594.</p> <p>Martyn, K. K., & Hutchinson, S. A. (2001). Low-income African American adolescents who avoid pregnancy: Tough girls who rewrite negative scripts. <i>Qualitative Health Research, 11</i>, 238-256.</p>
Week 9	Oct 15-21	Culture and Sexuality	<p><i>Readings:</i></p> <p>Lupton, D. (2012). Feminisms and medicine. In D. Lupton, <i>Medicine as culture</i> (pp. 137-165). Thousand Oaks, CA: Sage.</p> <p>Sharpe, T. (2001). Sex-for-crack-cocaine exchange, poor Black women, and pregnancy. <i>Qualitative Health Research, 11</i>, 612-630.</p> <p>Bayer, A.M., Tsui, A.O., & Hinding, M.J. (2010). Constrained choices: adolescents speak about sexuality in Peru. <i>Culture, Health, & Sexuality, 12</i>, 771-782.</p> <p>Fiddian-Green, A., Gubrium, A., & Peterson, J.C. (under review 7/19/15). Puerto Rican Latina youth coming out to talk about sexuality and identity. <i>Health Communication</i>.</p>

Week 10	Oct 22-28	Religion, Spirituality, Health	<p><i>Readings:</i></p> <p>Abrums, M. (2000). "Jesus will fix it after awhile": meanings and health. <i>Social Science & Medicine</i>, 50, 89-105.</p> <p>Yehya, N.A., & Dutta, M.J. (2010). Health, religion, and meaning: A culture-centered study of Druze women. <i>Qualitative Health Research</i>, 20, 845-858.</p> <p>Yick, A.G. (2008). A meta-synthesis of qualitative findings on the role of spirituality and religiosity among culturally diverse domestic violence survivors. <i>Qualitative Health Research</i>, 18, 1289-1306.</p> <p>Ypinizar, V.A., & Margolis, S.A. (2006). Delivering culturally sensitive care: The perceptions of older Arabian Gulf Arabs concerning religion, health, and disease. <i>Qualitative Health Research</i>, 16, 773-787.</p>
Week 11	Oct 29-Nov 4	Culture and Decision Making	<p><i>Readings:</i></p> <p>Schouten, B. & Meeuwesen, L. (2006). Cultural differences in medical communication; A review of the literature. <i>Patient Education and Counseling</i>, 64, 21-34.</p> <p>Chang, L, & Basnyat, I. (2015). Negotiating biomedical and traditional Chinese medicine treatments among elderly Chinese Singaporean women. <i>Qualitative Health Research</i>, 25, 241-252.</p> <p>Coleman-Brueckheimer, K., Spitzer, J., & Koffman, J. (2009). Involvement of Rabbinic and communal authorities in decision-making by Haredi Jews in the UK with breast cancer: An interpretive phenomenological analysis. <i>Social Science & Medicine</i>, 68, 323-333.</p> <p>Jessri, M., Farmer, A.P., & Olson, K. (2013). Exploring Middle-Eastern mothers' perceptions and experiences of breastfeeding in Canada: An ethnographic study. <i>Maternal and Child Nutrition</i>, 9, 41-56.</p>
Week 12	Nov 5-11	Culture, Identity, and Health	<p><i>Readings:</i></p> <p>Dervin, F. (2012). Cultural identity, representation, and othering. In J. Jackson's (Ed.) <i>The Routledge Handbook of Language and Intercultural Communication</i>. (pp. 180-194). New York: Routledge.</p> <p>Beiser, M., & Hou, F. (2006). Ethnic identity, resettlement stress and depressive affect among Southeast Asian refugees in Canada. <i>Social Science & Medicine</i>, 63, 137-150.</p> <p>Garrouette E.M., Kunovich R.M., Jacobsen C., et al., (2004). "Patient satisfaction and ethnic identity among American</p>

			<p>Indian older adults," <i>Social Science & Medicine</i> 59, 2233-44.</p> <p>Braun, V. (2008). "She'll be right"? National identity explanations for poor health statistics in Aotearoa/New Zealand. <i>Social Science & Medicine</i>, 67, 1817-1825.</p>
Week 13	Nov 12-18	Culture, Health Policy, and Politics	<p><i>Readings:</i></p> <p>Peterson, J.C., & Lee, S. (submitted). The "Whitening" of Methamphetamine Use in America. <i>Health Communication</i>.</p> <p>Kamler, E.M. (2013). Negotiating narratives of human trafficking: NGOs, communication and the power of culture. <i>Journal of Intercultural Communication Research</i>, 42, 73-90.</p> <p>Murphy, P. (2001). Framing the nicotine debate: A cultural approach to risk. <i>Health Communication</i>, 13, 119-140.</p> <p>Chay-Nemeth, C. (1998). Demystifying AIDS in Thailand: A dialectical analysis of the Thai sex industry. <i>Journal of Health Communication</i>, 3, 217-231.</p>
Fall Break Nov 19-25			
Week 14	Nov 26-Dec 2	n/a	Final Exam
Dead Week	Dec 3-9	n/a	Final Paper Due
Finals Week	Dec 10-16	n/a	Course wrap-ups

Important Dates & Deadlines

Reference [WSU Academic Calendar](#) for a comprehensive list of dates.

Mon, Aug 20	First day of instruction
Mon, Sep 3	Labor Day – all university holiday
Mon, Nov 12	Veteran's Day – all university holiday
Tues, Dec 18	Final grade submissions dues

Course Assignments

All due date times are by **9:00 PM Pacific Standard Time** on the date listed.

Assignment Title	Points	Due Date
Discussion Board Post 1	1.5	Aug 26
Discussion Board Post 2	1.5	Sep 2
Discussion Board Post 3	1.5	Sep 9
Discussion Board Post 4	1.5	Sep 16
Discussion Board Post 5	1.5	Sep 23
Discussion Board Post 6	1.5	Sep 30
Discussion Board Post 7	1.5	Oct 7
Discussion Board Post 8	1.5	Oct 14
Discussion Board Post 9	1.5	Oct 21
Discussion Board Post 10	1.5	Oct 28
Discussion Board Post 11	1.5	Nov 4
Discussion Board Post 12	1.5	Nov 11
Discussion Board Post 13	2.0	Nov 18
Mini Assignment 1	5	Sep 2
Mini Assignment 2	5	Sep 23
Mini Assignment 3	5	Oct 14
Mini Assignment 4	5	Nov 4
Mini Assignment 5	5	Nov 18
Final Exam	25	Dec 2
Research Paper	30	Dec 9
<i>Total points</i>	<i>100 pts</i>	

Discussion Forums: Students are expected to participate in class discussion via discussion forums. Each week students will be asked to discuss 3 aspects of the reading on the forum, include one question for discussion and one piece of additional relevant materials to guide and provoke discussion. The forum post must be completed by the date and time specified. No late posts will be accepted.

Mini Assignments: During the course, students will complete 5 mini-assignments. These assignments will provide an opportunity to relate the lessons and theories learned in the course to an applied context. The purpose is to help students recognize the issues in health communication with specialized populations. Additional information on the assignments will be provided during the course and on Blackboard.

Research Paper: Students are required to complete a research paper. The research paper will address a relevant issue related to culture, health, and communication and will build upon the proposal, implementing the methodology laid out in the proposal, reporting results and discussing them. For instance, you may want to conduct ethnographic interviews with a cultural community on the issue of the “meanings” of some health issue. Or you may conduct a textual analysis (content, thematic, or discourse analysis) of a health topic that involves the concept of “culture.” The end product is a high-quality paper.

Final Examination: A final essay will test your ability to compare, analyze, synthesize and apply the content discussed in the course. The emphasis here will be on your ability to effectively demonstrate your understanding of the current knowledge of cultural issues in the construction of health, disease, and medicine.

Grading

Students will have a clear set of evaluation criteria for each specific assignment. Each rubric will involve content criteria (your product adhering to conventions discussed in class), organization criteria (your product organized in a way that reaches the intended audience), and grammar criteria (your product being free of grammatical errors).

Content	Points
Discussion Forums	20 points
Mini Assignments	25 points
Research Paper	30 points
Final Exam	25 points
Total	100 points

Grade	Points	Grade	Points
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	0-59%
C+	77-79%		

If a grade falls into a non-specified range (e.g. 89.5% or 89.2%), the grade will be rounded to the closest whole number. Therefore, if a grade was 89.5%, the student would receive an A-; if the grade as 89.2% the student would receive a B+.

Critical Policies & Procedures

Academic Integrity Statement

Washington State University, a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. Students are expected to uphold these standards both on and off campus and acknowledge the university's authority to take disciplinary action. Cheating is defined in the Standards for Student Conduct WAC 504-26-010(3). It is strongly recommended that you read and understand these definitions:

<http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010>.

University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. Violation of academic integrity on any assignment will involve (i) an academic penalty ranging from a minimum of both a zero on that assignment and the reduction of a full letter grade on your final grade to failure of the entire course, (ii) filing of case with the Office of Student Conduct, and per university regulations, (iii) inability to withdraw from the course.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Final Exam

A final essay will test your ability to compare, analyze, synthesize and apply the content discussed in the course. The emphasis here will be on your ability to effectively demonstrate your understanding of the current knowledge of cultural issues in the construction of health, disease, and medicine.

Instructor Interaction

As you are expected to participate in this course daily, I also will be active in the course space on a daily basis. I expect to respond to emails Monday through Thursday from 9:30 to 10:30 AM. You can expect responses to emails or other questions received outside of these times during my next "office hour."

Instructional Methods

Work completed in COMHLTH 572 is independent and non-collaborative. Students are expected to work independently on each task and assignment. The course is a combination of lecture review, readings, discussion forum contribution and graded assignments. Evaluation of your work will be completed by your instructor using established rubrics for each assignment.

Late Work Policy

Late work is **not accepted** in this class. Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances such as prolonged hospitalization, family death, or extended individual sickness previously discussed. This course requires students to maintain strong organizational skills. It is the student's responsibility to complete all assignments by the due date.

Online Collaboration

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts, you'll meet students with vastly different opinions and backgrounds. When you don't agree with their views, pause a moment. Weigh their words. You're encouraged to disagree with the substance of others' ideas and opinions but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.

Reasonable Accommodations

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Additional WSU Policies & Procedures

Academic Calendar

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: <http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX>. and select your home campus from the drop-down menu.

Academic Complaint Procedures (Academic Rule 104)

Instructional faculty, chairs, deans, and students should be thoroughly familiar with academic complaint procedures.

A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. If that fails, the student should send an email to the instructor using his or her official WSU email account no later than 20 business days following the end of the semester. This email should briefly outline the complaint and be copied to the chairperson of the academic department.

If the complaint is not resolved with the instructor within 20 business days of sending the email, then the student may work directly with the chairperson of the academic department in which the course is offered. The chair's decision shall be rendered within 20 additional business days.

After the chair's decision, the student or the instructor may appeal to the academic college Dean's Office. Complaints must be presented in writing to the college dean within 20 business days of the chair's decision. The written statement should describe the complaint, indicate how it affects the individual or unit, and include the remedy sought from the college dean. The decision of the college dean is the final step and shall be made within 20 business days.

At the campuses other than Pullman, the procedure is identical except that the program leader shall substitute for the department chair, and the campus chancellor or his or her designee shall substitute for the college dean if the department chair and/or the college dean is not located on that campus.

The University Ombudsman is available at any stage for advice or assistance in resolving academic complaints.

Note: Though chairs and deans (and academic area coordinators and campus chancellors) may resolve complaints about instruction and grading, they may not change a final grade without the consent of the instructor, except as provided by Rule 105.

Academic Freedom

WSU supports the faculty's academic freedom, right to freedom of expression, and responsibility to fulfill course objectives that are approved by the Faculty Senate. This is fundamental to who we are as an institution. Along with these rights comes the responsibility to protect the freedom of expression of all members of our community, including students.

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors...They protect students' academic freedom." (Source: Faculty Responsibilities section of the WSU Faculty Manual)

"Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. ...It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest... The above rights exist in equal measure for each member of the University community." (Source: Section IIB of the Faculty Manual - page 14)

At WSU, the faculty has a strong interest in promoting respectful dialogue in the classroom setting. Speech and conduct that disrupts the educational process and creates a hostile environment, as that term is defined in WSU's non-discrimination policy (Executive Policy 15), is not protected. If concerns

arise, faculty will consult the WSU's Office for Equal Opportunity at 509-335-8288 or oeo@wsu.edu. We aim to protect the freedoms and rights of every member of the WSU community and to promote learning about diverse perspectives while ensuring that students experience a safe, constructive learning environment.

Academic Regulations

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. Students may only repeat a course graded C- or below one time at WSU during fall or spring semesters. Additional repeats are allowed from another institution or at WSU during summer terms or by special permission of the academic unit offering the course. Learn more at <http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/73>.

Appeals: Student Appeals Process

"The [Appeals Board](#) is composed of employees who review a decision made by the University Conduct Board, or a conduct officer, that a student violated the University's Standards of Conduct for Students. When a student disagrees with a decision of the Conduct Board or a conduct officer, he/she may appeal the decision to the University Appeals Board." – WSU Office of Student Conduct University Appeals Board

Campus and Classroom Safety Statement

Classroom and campus safety is of paramount importance at Washington State University and is the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" response to an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal.

Copyright

This syllabus and all course-related materials, presentations, lectures, *etc.* are the intellectual property of the instructors who designed and contributed to the course (or the intellectual property of their references) and may be protected by copyright. Selling class notes through commercial note-taking services, without written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (*e.g.*, Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, *etc.* are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (*e.g.*, Angel) for commercial

purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Critical Thinking

The ability to think and write critically is an essential skill in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and instructors. Throughout this course, you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations. The course developer or your instructor may have provided a critical thinking rubric in this course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

Discriminatory Conduct Statement and Employee Reporting Requirements

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See [WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct](#) (Executive Policy 15) and [WSU Standards of Conduct for Students](#)).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the [WSU Title IX Coordinator](#) at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Email Policy

All official WSU email communication **must be sent to students' WSU email address**. Absolutely NO communication will be sent to external addresses (e.g., Yahoo, Gmail, and so forth). We will use either the email within Blackboard or "email.wsu.edu" system.

e-Tutoring

As a WSU student, you have FREE unlimited access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available resource that you may utilize as needed. With three ways to access a tutor, you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subject, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.
- chat rooms allow students to meet with tutors in one-on-one sessions via a fully interactive, virtual online environment.

- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our eQuestions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the <http://etutoring.org/login.cfm?institutionid=176> site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development and Writing!

FERPA

WSU students have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of their academic records. For a complete explanation of these rights, visit the URL associated with each home campus in the Academic Regulations section or <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

GPA, Academic Deficiency & Disenrollment

GPA: The Graduate School requires that all graduate students maintain a cumulative 3.0 GPA throughout their graduate program. Students who are not able to maintain a 3.0 will be disenrolled from the program.

Academic Deficiency: A student who does not maintain a cumulative 3.0 GPA will be considered academically deficient. A notice of deficiency will be sent to the student from the Graduate School. The student will have the option to request reinstatement, per the Graduate School's instructions. The department will consider reinstatement requests but are not required to request readmission for any students below a 3.0.

Disenrollment: Students who do not maintain a 3.0 GPA and who are academically deficient are subject to disenrollment. If a student submits a request for reinstatement it will be reviewed by the committee. If a reinstatement request is not received by the department the student's program will be terminated. Following termination, if a student wishes to return to the program they will have to go through the application process again.

Grade Change Policy

An instructor may not change a grade after it has been filed with the Registrar, except in the case of clerical error, which the instructor may correct by so certifying to the Registrar. Such change must be approved (signature required) by the chairperson of the department in which the course was offered. Grade corrections must be processed within one year of the end of the term for which the original grade was given. In extenuating circumstances, exceptions to the one-year limit for correction of grade errors may be considered by petition to the Registrar's Office.

Incomplete Policy (Academic Rule 90h)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address) and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, **there are two main conditions:**
 1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the coursework.
 2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

Intellectual Property

Syllabi and all course-related materials, presentations, lectures, etc. are the intellectual property of individual faculty (or the intellectual property of their references) and may be protected by copyright. Selling class notes through commercial note-taking services, without instructor written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Library Support

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full-text journal articles.

- [General Library Links by campus](#) (Review the Libraries' Online Information for more guidance.)
- [Online Library Tour for Pullman Campus Undergraduates](#)
- [Online Library Tour for WSU Online Campus Students](#)

Netiquette

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to “read” emotion in online discussions – be clear, use emoticons or concisely express your feelings
- Use of capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback (good idea, thanks), be polite, and avoid hostile or curt comments, stereotypes, and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.
- Maintain a sense of dignity and decorum (class is not the same place as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority, and reason.

For more on the Core Rules of Netiquette visit <http://coursedesign.colostate.edu/obj/corerulesnet.html>

Policy Prohibiting Discrimination and Sexual Harassment (Faculty Manual, p. 31).

This policy expresses WSU’s commitment to maintaining an environment free from discrimination, including sexual harassment. This policy applies to all students, faculty, staff, or others having an association with the University.

Student Privacy

As a University student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit the URL associated with your home campus in the Academic Regulations section or <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

Technical Support

If you need technical assistance, please expand the Content folder in the Map menu on the left by clicking the plus sign (+), then select Technical Support.

WSU Online Student Support

The WSU Online Web site (<http://online.wsu.edu>) has all the non-content and administrative related information you need to be a successful online learner. Log in using your WSU Network ID and password to access your personalized information.

- Student Services information is available to provide assistance with any non-advising administrative questions

- Study tips and resources give you a good head start in assuring success with your course are located on the Web site.