Advanced Academic Programs  
Krieger School of Arts and Sciences  
The Johns Hopkins University

Course Syllabus  
Science Communication and Policy Engagement  
420.687.51

INSTRUCTOR INFORMATION  
Instructor: Dr. Rebecca J. Aicher  
Email Address: raicher1@jhu.edu and raicher@aaas.org. Please note, all students and faculty are required to use university e-mail addresses. However, please copy both email addresses on email correspondence. I will reply within 24-48-hours.  
Office Hours: By appointment (in person or by phone)

COURSE DESCRIPTION  
This course provides students with an introduction to the theory and practice of communicating science and engaging with different types of audiences including policymakers, the public, and the media. Science is valued by many and sharing our understanding of science and technology is a crucial part of engaging beyond the scientific community. In this course, we will explore current research on the science of science communication, as well as how to create narratives for engagement based on the goals and audience. Students will have the opportunity to discuss engagement strategies and communication methods, design an engagement plan, and practice using their skills for engaging with policymakers, public audiences, the media, and more.

STUDENT LEARNING OUTCOME  
Students will evaluate current research in the field through readings and examples as well as in class discussions. Students will explore and integrate the science of science communication into effective engagement strategies through practical experience. The students will participate in different forms of engagement to explore different strategies based on the audience (e.g., conducting media interviews, participating in public forums, crafting effective policy memos, communicating with congressional staff and Members of Congress, and communicating with policymakers in federal, state, and local agencies). The students will have the opportunity to practice what they are learning, as well provide feedback to other students in the class.

STUDENT LEARNING OBJECTIVES  
Upon successful completion of the course the student will be able to:  
1. Identify and explain theoretical and conceptual models for science communication.  
2. Critically read, analyze, and synthesize literature related to science communication.  
3. Summarize and discuss effective science communication and engagement strategies.  
4. Identify an intended audience and construct a set of communication goals for intended audience related to scientific topics.  
5. Analyze and evaluate engagement strategies based on the goals, audience, and modes of communication.  
6. Create and execute an effective engagement plan.
7. Construct a clear and concise policy memo based on a scientific topic.
8. Evaluate and provide constructive feedback on different forms of policy engagement related to scientific topics (e.g., policy memos, media interviews, or conversations with policymakers).

COURSE MATERIALS
No textbook is required.

Readings will be provided with support from JHU reserves (EReserves or (ARES)).

COURSE STRUCTURE
Course topics were chosen to give students an introduction to and opportunity to discuss the science of science communication and policy engagement. Each week students will be introduced to the weekly topic with required readings that will complement the introduction and allow for critical evaluation of the topic and method. To ensure robust discussions and participation, we will have student discussion leaders each week. We will rotate through the class with each student choosing which of the required reading for which they will lead the discussion. Please note, the instructor will provide the required readings ahead of the class. Starting with week 2, every week the assigned discussion leader(s) will be asked to summarize the required reading and lead the class discussion including a question and answer session. All students in the class are required to read the assigned readings for each week and participate in the class discussion.

In addition to required readings and participation in the discussion, students will be asked to participate in role playing activities for communicating with different audiences, provide constructive feedback to the other students in the course, submit a draft and final policy memo, as well as other in class assignments.

COURSE TOPICS
This course runs from 09/10/2018 to 12/17/2018.

Week 1: Introduction to science communication and policy engagement
Week 2: The science of science communication
Week 3: What is science policy and evidence-based decision-making?
Week 4: Science and the policymaking process
Week 5: Communicating and engaging with elected officials
Week 6: Science, policy, and the media
Week 7: Bridging the theory and practice: Outlining engagement goals
Week 8: Bridging the theory and practice: Identifying the audience and developing the message
Week 9: Communication strategies and modes of communication
Week 10: Sharing engagement plans (presentations from all students)
Week 11: Building relationships through engagement
Week 12: Partisanship and science policy: Climate change and policy engagement
Week 13: Science policy in the news
Week 14: Policy memo presentations (all students)

ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and in-class activities</td>
<td>Weekly</td>
<td>50</td>
</tr>
<tr>
<td>Discussion leader</td>
<td>Assigned class</td>
<td>50</td>
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</tbody>
</table>
Engagement plan presentation in-class (more information provided during class) | November 26, 2018 | 50
Draft policy memo (more information provided during class) | November 5, 2018 | 100
Feedback on peer’s policy memo (more information provided during class) | November 26, 2018 | 50
Revised policy memo (more information provided during class) | December 10, 2018 | 100
Policy memo presentation in-class (more information provided during class) | December 17, 2018 | 50

Participation includes, but is not limited to:
- Actively contributing to class activities
- Attending class
- Staying the entire class period
- Silencing cell phones and restricting non-class related cell phone use
- Leaving only during assigned breaks and returning promptly at designated time
- Completing all readings and assignments
- Showing respectful and courteous behavior to all in the classroom

Discussion leader assignment
Each student will select one of the required readings (provided by the instructor) for which they will lead the class discussion. The discussion leader(s) will summarize the required reading and lead the class discussion including a question and answer session.

Make-Ups and Late Assignments
To receive full credit on an assignment it must be turned in on time and complete.
1. There are no “excused” absences. If you are absent you miss the participation points for the day.
2. If an assignment is due on a day you are absent you must e-mail a readable document to me before the due date to receive full credit.
3. Students may turn in late assignments with a penalty of 10% of the assignment points if turned in after the beginning of class on the due date and 20% of the assignment points each subsequent day late.

Letter Grade & Percentage
The grading scale for students enrolled for credit is A+ (98% to 100%), A (94% to less than 98%), A- (90% to less than 94%), B+ (88% to less than 90%), B (84% to less than 88%), B- (80% to less than 84%), C (70% to less than 80%), F (0% to less than 70%).

Graded assignments and running course grades are posted on Blackboard. It is the student’s responsibility to check the accuracy of their course grade and report errors to the instructor.

UNIVERSITY POLICIES
This course adheres to all University policies described in the academic catalog. A few to pay close attention to are noted below.

Students with Disabilities
Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the Disability Accommodations page. Further information and a link to the Student Request for Accommodation form can also be found on the Disability Accommodations page.

**Ethics & Plagiarism**

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. Read and adhere to JHU’s [Notice on Plagiarism](#).

**Dropping the Course**

You are responsible for understanding the university’s policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

**Getting Help**

You have a variety of methods to get help. If you encounter technical difficulty in completing or submitting any online assignment, please immediately contact the designated help desk listed on the [AAP online support page](#). Also, contact your instructor at the email address listed atop this syllabus.

**Copyright Policy**

All course materials are the property of JHU and are to be used for the student’s individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP’s [Code of Conduct](#) and the University’s [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

**Code of Conduct**

To better support all students, the Johns Hopkins University non-academic Student Conduct Code has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

**Title IX**

Confidentiality and Mandatory Reporting As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep
information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the JHU Sexual Misconduct Policies and Laws. For more information on both policies mentioned above, please see: JHU Relevant Policies, Codes, Statements and Principles. Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.