

## Appendix D

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### Disaster and Crisis Communication Course Syllabus

#### COURSE DESCRIPTION

**Disaster and Crisis Communication** is designed for English majors in the Professional Writing option. In this course, students will focus on how scientific, technical, and professional communication influence, and are influenced by, public discourse. Drawing on strategies of rhetorical criticism, students will gain an understanding of the persuasive value of style, arrangement, and delivery by investigating their professional roles in helping to structure public debate. Specifically, this course will focus on writing in and about addressing global issues such as climate change, disasters via risk and crisis communication. Communicating during a crisis has never been so important given the challenges of the current world. We will also explore practical strategies that any organization can develop to address situations of crisis that helps not only themselves but their community as well. In this course, we will interrogate:

- How can technical communicators contribute to disaster-related communications that are socially responsible?
- What does it mean to incorporate social justice in disaster-related communication?
- What are the current conversations that are ongoing regarding risk and crisis communication?
- What are the current public discourses surrounding disasters?

We will engage with these questions and learn to conduct a rhetorical analysis of various communications materials addressing the situation of a disaster. In addition, we will learn to conduct research, and design various products that could help in communicating crises. As with other Senior Seminars, the course will be reading and writing intensive, with a focus on abstract reasoning and deep engagement with theoretical texts.

#### COURSE OBJECTIVES

With successful completion of this course, you will be able to:

- analyze the social, political, and cultural effects of professional and

public discourse using principles of rhetorical criticism and concepts within risk and crisis communication;

- explain the interplay of rhetoric and ethics in formulating professional and public policies;
- draw logical connections across multiple texts, ideas, objects, and bodies;
- compose analyses in a variety of media about professional or public issues.

#### COURSE MATERIALS AND REQUIREMENTS

- We will read excerpted journal articles or book chapters/essays available via our online course site.
- Students should expect to spend an average of 6 hours per week on this 3-credit course, outside of our regularly scheduled class meeting times.
- Note that any group work assigned in this class may also require you to meet with your group outside of class time.

#### ASSIGNMENTS AND GRADING

Below are the major assignments for the class.

#### **Weekly Reading Response: 300 Points**

You will have a total of **ten weekly responses** starting Week 2. You will be expected to write a 500-word reading response in which you will do the following: (a) synthesize, summarize, and analyze the readings assigned for the week and (b) connect these readings to the issue or the topic that you want to explore in this course.

#### **Discussion Facilitation: 100 Points**

For one class session, you will be responsible for facilitating discussion about that day's reading assignment. The goal is to help us come to an understanding of what the reading was about, key concepts and ideas from the readings, and how the reading connects to other readings, ideas, and discussions.

#### **Assignment #1: Rhetorical Analysis & Editing Wiki: 300 Points**

1. **Editing Wikipedia:** In this assignment, based on your readings and research about a particular crisis, you will make edits to a Wikipedia page. These edits can be minor copyedit, adding references, check facts. This includes participating in edit-a-thon.

2. **Rhetorical Analysis of a Crisis:** In this assignment, you will conduct a rhetorical analysis of a particular crisis and the situation of the crisis. In your analysis I want you to think about what kinds of communication strategies were used to address this crisis both formally and informally.

### **Assignment #2: Final Seminar Project: 300 Points**

For our final semester project, you will work in groups to conduct narrative inquiry and develop a communications strategy and a backgrounder on the crisis and immediate response. This will be followed by a digital exhibition.

### **SCHEDULE WITH READING LIST**

This course is divided into various three themes. At the very beginning of the course, there is an introduction to various terms and terminologies. With the second theme, the students will learn about disaster and crisis specific research within rhetoric, technical communication, and beyond. The final theme is crisis and technology which focusses on uses of digital technologies in disaster response and research within those. Instructors can refine the readings based on the class requirements and change the assignment sequences. This course can be taught as an undergraduate/graduate level course. Moreover, there is workshop element to this course where students will engage learning about qualitative data collection and analysis methods within class time. Hence, instructors can modify those specific details as needed.

### **Theme #1: Introduction to Disaster, Crisis Communication Terminologies**

Theme #1 will focus on introduction of key terms that are relevant to disaster and crisis communication and will focus on learning how to edit Wikipedia and how to conduct a rhetorical analysis of a disaster related communication.

#### ***Week One: Introduction***

1. Introduction to the Course, Syllabus
2. Twigg, John. *Disaster Risk Reduction*. Chapter 1
3. ISDR Terminology on Disaster Risk Reduction
4. Kelman, Ilan. "Lost for Words Amongst Disaster Risk Science Vocabulary?" *International Journal of Disaster Risk Science*, vol. 9, no. 3, Sept. 2018, pp. 281–91. *Springer Link*, <https://doi.org/10.1007/s13753-018-0188-3>.

⇒ *Introduce Unit #1*

***Week Two: Types of Risk, Disasters & Intro to Crisis Communication***

1. Ritchie, Liesel, and Duane Gill. "Considering COVID-19 through the Lens of Hazard and Disaster Research." *Social Sciences*, vol. 10, no. 7, 7, July 2021, p. 248. <https://www.mdpi.com>, <https://doi.org/10.3390/socsci10070248>.
2. Coombs, W. Timothy. "Conceptualizing Crisis Communication." *Handbook of Risk and Crisis Communication*, edited by Robert L. Heath, and H. Dan O'Hair, Taylor & Francis Group, 2008, pp. 99-118
3. Strother, J. B. "Crisis Communication Put to the Test: The Case of Two Airlines on 9/11." *IEEE Transactions on Professional Communication*, vol. 47, no. 4, Dec. 2004, pp. 290–300. *IEEE Xplore*, <https://doi.org/10.1109/TPC.2004.837981>.  
⇒ *Preparation for Wikipedia Workshop*

***Week Three: Wikipedia Workshop & Understanding Risk /Crisis Comm***

1. Schwarz, Andreas, et al. "Significance and Structure of International Risk and Crisis Communication Research." *The Handbook of International Crisis Communication Research*, John Wiley & Sons, Ltd, 2016, pp. 1–10. *Wiley Online Library*, <https://doi.org/10.1002/9781118516812.ch1>.
2. Horsley, J. Suzanne, and Randolph T. Barker. "Toward a Synthesis Model for Crisis Communication in the Public Sector: An Initial Investigation." *Journal of Business and Technical Communication*, vol. 16, no. 4, Oct. 2002, pp. 406–40. *Crossref*, <https://doi.org/10.1177/105065102236525>.
3. Knight, Melinda. "Managing Risk and Crisis Communication." *Business and Professional Communication Quarterly*, vol. 77, no. 4, Dec. 2014, pp. 355–56. *SAGE Journals*, <https://doi.org/10.1177/2329490614561021>.

***Week Four: Wiki Edi-a-Thon & Work Week***

1. Organize a Wikipedia Editing Workshop and Edit-a-Thon. (Note: This can be organized via CCCCs Wikipedia Initiative Members or via libraries at the institution)  
⇒ *Assignment I Part I Wiki editing report Due*

## **Theme #2 Disasters and Humanitarian Crisis Research**

Theme #2 will focus on Disasters and Humanitarian Crisis Research in which students will learn about various research that technical communication and communication scholars have done that includes primary and secondary research including the grassroots movement. Teachers will also introduce Assignment #2 that is focused on research, developing communication strategy, and creating a website.

### ***Week Five: Rhetoric of Risk and Technical Communication***

1. Reamer, David. "‘Risk = Probability × Consequences’: Probability, Uncertainty, and the Nuclear Regulatory Commission’s Evolving Risk Communication Rhetoric." *Technical Communication Quarterly*, vol. 24, no. 4, Oct. 2015, pp. 349–73. *Taylor and Francis+NEJM*, <https://doi.org/10.1080/10572252.2015.1079334>.
2. Ding, Huiling. "Transcultural Risk Communication and Viral Discourses: Grassroots Movements to Manage Global Risks of H1N1 Flu Pandemic." *Technical Communication Quarterly*, vol. 22, no. 2, 2013, pp. 126–49. *purdue-primo-prod.com*, <https://doi.org/10.1080/10572252.2013.746628>.

⇒ *Introduce Assignment #2*

### ***Week Six: Disaster and Public Reactions***

1. Coombs, W. Timothy, and Sherry Jean Holladay. "How Publics React to Crisis Communication Efforts: Comparing Crisis Response Reactions across Sub-Arenas." *Journal of Communication Management*; London, vol. 18, no. 1, 2014, pp. 40–57. *ProQuest*, <https://doi.org/10.1108/JCOM-03-2013-0015>.
2. Yum, Jung-Yoon, and Se-Hoon Jeong. "Examining the Public’s Responses to Crisis Communication From the Perspective of Three Models of Attribution." *Journal of Business and Technical Communication*, vol. 29, no. 2, Apr. 2015, pp. 159–83. *SAGE Journals*, <https://doi.org/10.1177/1050651914560570>.
3. Yan Jin. "Making Sense Sensibly in Crisis Communication: How Publics’ Crisis Appraisals Influence Their Negative Emotions, Coping Strategy Preferences, and Crisis Response Acceptance." *Communication Research*, vol. 37, no. 4, Aug. 2010, pp. 522–52. *Crossref*, <https://doi.org/10.1177/0093650210368256>.

⇒ *Conduct workshop on methodologies for Rhetorical Analysis*

### ***Week Seven: Disaster and Global Grassroots Movement***

1. Jahanian, Mohammad, et al. "DiReCT: Disaster Response Coordination with Trusted Volunteers." 2019 International Conference on Information and Communication Technologies for Disaster Management (ICT-DM), 2019, pp. 1–8. *IEEE Xplore*, <https://doi.org/10.1109/ICT-DM47966.2019.9032915>.
2. Baniya, Sweta. "Transnational Assemblages in Disaster Response: Networked Communities, Technologies, and Coalitional Actions During Global Disasters." *Technical Communication Quarterly*, vol. 31, no. 4, Oct. 2022, pp. 326–42. *Taylor and Francis+NEJM*, <https://doi.org/10.1080/10572252.2022.2034973>.
3. Soto Vega, Karriann. "Puerto Rico Weathers the Storm: Autogestión as a Coalitional Counter-Praxis of Survival." *Feral Feminisms*, no. 9, 2019, p. 17.

### ***Week Eight: Workshop & Work Week***

Conduct a writing workshop rhetorical analysis for one class period. The second-class period can be given as a work day. Workdays are designed for students to have a dedicated time to work on their project.

- Conduct a writing workshop on Rhetorical Analysis
- *Assignment #1 Part-II: Rhetorical Analysis Due*

### **Theme #3 Crisis and Technology**

Theme #3 will focus on research and publications related to Crisis and Technology. Varieties of articles curated within this theme discusses disaster response and uses of technologies by various communities across the world. Students also will learn to write conduct research.

### ***Week Nine: Social Media and Disaster***

1. Potts, Liza. *Social Media in Disaster Response: How Experience Architects Can Build for Participation*. Routledge, 2014. Chapter 1
2. Murthy, Dhiraj, and Alexander J. Gross. "Social Media Processes in Disasters: Implications of Emergent Technology Use." *Social Science Research*, vol. 63, Mar. 2017, pp. 356–70. *ScienceDirect*, <https://doi.org/10.1016/j.ssresearch.2016.09.015>.
3. Cho, Seong Eun, et al. "Social Media Use during Japan's 2011 Earthquake: How Twitter Transforms the Locus of Crisis Communication." *Media International Australia*, vol.

149, no. 1, Nov. 2013, pp. 28–40. *Crossref*, <https://doi.org/10.1177/1329878X1314900105>.

⇒ *Introduce Qualitative Research Strategies, Data Collection*

### ***Week Ten: Feminist Response to Disaster***

1. Mwebaza, Rose. “Gender, Climate Change and Disaster Risk Reduction.” UNDP Presentation.
2. Resurrección, Bernadette P. “Persistent Women and Environment Linkages in Climate Change and Sustainable Development Agendas.” *Women’s Studies International Forum*, vol. 40, Sept. 2013, pp. 33–43. *ScienceDirect*, <https://doi.org/10.1016/j.wsif.2013.03.011>.
3. Baniya, Sweta. “Managing Environmental Risks in the Age of Climate Change: Rhetorical Agency and Ecological Literacies of Transnational Women During the April 2015 Nepal Earthquake | Enculturation.” *Enculturation*, 2020, [http://enculturation.net/managing\\_environmental](http://enculturation.net/managing_environmental).

⇒ *Organize a writing workshop for research paper.*

### ***Week Eleven: Designing a Digital Exhibition***

*Note to Teachers: Organize workshop on Designing Website for Exhibition. Teachers can partner with libraries at their institutions to organize this workshop.*

⇒ *Assignment # 2: Part I: Research Paper Due*

### ***Week Twelve: Public Health Crisis and Misinformation***

1. Angeli, Elizabeth L., and Christina D. Norwood. “Responding to Public Health Crises: Bridging Collective Mindfulness and User Experience to Create Communication Interventions.” *Communication Design Quarterly Review*, vol. 5, no. 2, 2017, pp. 29–39.
2. St.Amant, Kirk. “Communicating About COVID-19: Practices for Today, Planning for Tomorrow.” *Journal of Technical Writing and Communication*, vol. 50, no. 3, July 2020, pp. 211–23. *SAGE Journals*, <https://doi.org/10.1177/0047281620923589>.
3. Tran, Thi, et al. “Misinformation Harms: A Tale of Two Humanitarian Crises.” *IEEE Transactions on Professional Communication*, vol. 63, no. 4, Dec. 2020, pp. 386–99. *IEEE Xplore*, <https://doi.org/10.1109/TPC.2020.3029685>.

***Week Thirteen: Effective Crisis Communication Strategies***

1. Baniya, Sweta, and Chen Chen. "Experiencing a Global Pandemic: The Power of Public Storytelling as Antenarrative in Crisis Communication." *Technical Communication*, vol. 68, no. 4, Nov. 2021, pp. 74–87.
2. Ngai, Cindy S. B., and Yan Jin. "The Effectiveness of Crisis Communication Strategies on Sina Weibo in Relation to Chinese Publics' Acceptance of These Strategies." *Journal of Business and Technical Communication*, vol. 30, no. 4, Oct. 2016, pp. 451–94. *SAGE Journals*, <https://doi.org/10.1177/10506519166651907>.
3. Lee, Betty Kaman. "Audience-Oriented Approach to Crisis Communication:: A Study of Hong Kong Consumers' Evaluation of an Organizational Crisis." *Communication Research*, vol. 31, no. 5, Oct. 2004, pp. 600–18. *SAGE Journals*, <https://doi.org/10.1177/0093650204267936>.

***Week Fourteen: Students Meet To discuss the Website & Communication Strategy Plans***

*Students will meet to discuss their projects on Communications Strategy and the website design.*

***Week Fifteen: Presentations***

***Week Sixteen: Final Seminar Project Due***