

<b>Program</b>	BS Media & Development Communication	<b>Course Code</b>	<b>MDC 482</b>	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>RISK COMMUNICATION AND COMMUNITY ENGAGEMENT (Major)</b>				
<b>Course Introduction</b>					
This course explores the principles and practices of risk communication and community engagement. Students will learn to communicate effectively about risks, engage communities in decision-making processes, and develop strategies for managing public perception of risks.					
<b>Learning Outcomes</b>					
By the end of this course, students will be able to:					
<ol style="list-style-type: none"> <li>1. Understand the principles of risk communication and community engagement.</li> <li>2. Develop strategies for effective communication about risks.</li> <li>3. Evaluate the impact of risk communication on community engagement and decision-making.</li> </ol>					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1-2</b>	1 Introduction to Risk Communication and Community Engagement 2 Building Risk Communication and Community Engagement Pathways				
<b>Week 3</b>	3 Principles for Community Led Response				
<b>Week 4</b>	4 Risk Communication Theories and Models (CERC, Situational Theory of Publics)				
<b>Week 5</b>	5 Risk Communication Theories and Models (Deliberative Process Model, Actionable Risk, Precaution Adoption)				
<b>Week 6</b>	6 Societal Risk Reduction Model				
<b>Week 7</b>	7 Message Development for Effective Risk Communication for Target Audience				
<b>Week 8</b>	8 Community Risk Visually				
<b>Week 9</b>	9 Digital Revolution and Risk Communication				
<b>Week 10</b>	10 Media Case Studies of Risk Communication				
<b>Week 11</b>	11 Reporting Risk Communication				
<b>Week 12</b>	12 Difference in Portraying Risk Communication Across Various Mediums				
<b>Week 13</b>	13 Field Visits to Community Engagement Projects				
<b>Week 14-15</b>	14 Group Work on Developing a Risk Communication Strategy				
<b>Week 16</b>	15 Final Presentations and Course Review				
<b>Textbooks and Reading Material</b>					
<ol style="list-style-type: none"> <li>1 Odiyo, J. O., &amp; Volenzo, T. E. (2019). Linking risk communication and sustainable climate change action: A conceptual framework. <i>Jambá: Journal of Disaster Risk Studies</i>, 11(1), 1-11.</li> <li>2 Uitto, J. I., &amp; Shaw, R. (Eds.). (2016). <i>Sustainable development and disaster risk reduction</i> (pp. 1-12). Tokyo: Springer.</li> </ol>					

- 3 Young, C., Rao, A., & Rosamilia, A. (2016). Crisis and Risk Communications: Best Practices Revisited in an Age of Social Media. In *Communicating Climate-Change and Natural Hazard Risk and Cultivating Resilience* (pp. 27-36). Springer International Publishing.
- 4 Servaes, J., & Lie, R. (2015). New challenges for communication for sustainable development and social change: a review essay. *Journal of Multicultural Discourses*, 10(1), 124-148.
- 5 Lundgren, R. E., McMakin, A. H. (2013). *Risk communication: a handbook for communicating environmental, safety, and health risks*. IEEE Publishers.
- 6 Sterman, J. D. (2008). Risk communication on climate: mental models and mass balance. *Science*, 322(5901), 532-533.
- 7 Weingart, P., Engels, A., & Pansegrau, P. (2000). *Risks of communication: discourses on climate change in science, politics*
- 8 Pidgeon, N., Kasperson, R. E., & Slovic, P. (2003). *The social amplification of risk*. Cambridge University Press.
- 9 Morgan, M. G. (2002). *Risk communication: A mental models approach*. Cambridge

### Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

### Assignments: Types and Number with Calendar

Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.