

JOUR 801 RESEARCH I: THEORY

William Allen White School of Journalism and Mass Communications, University of Kansas
Fall 2017, Wednesdays, 4:30–7 p.m., 206 Stauffer-Flint

INSTRUCTOR

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OBJECTIVES

By the end of this course, you will be able to:

- Identify where the major theories that guide mass communication research fit within the general model of communication.
- Critically evaluate the major theories that guide mass communication research.
- Develop a research interest into a concept-focused and theory-driven mass communication model.
- Write academically using American Psychological Association (APA) style.

TEXTBOOKS

Required: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Suggested: Baran, S. J., & Davis, D. K. (2012). *Mass communication theory: Foundations, ferment, and future* (6th ed.). Boston, MA: Wadsworth.

ASSIGNMENTS (800 possible points)

Readings and discussions

You will be asked to read one or two readings for class each week. In addition, you will read much more for your individual assignments (aim for three to five articles per week, or equivalent). While you should be reading the assigned articles in their entirety, you should focus on understanding each article's introduction and literature review, method, and discussion sections. For this class, it is not imperative that you understand each article's results section (the discussion section should explain the results in non-specialist terms).

Many of the class readings will be challenging. We will clarify each reading in class. But you need to come prepared, having read all of the readings ahead of time, and generated insightful questions about each.

Theory summaries

Four summaries each (25 points each).

Each week, you will collaborate with two other classmates in a shared Google Document to summarize one of the theories in the mass communication “cannon.” You will identify each theory’s key scholars and readings. You will provide a reference and links to the theory’s benchmark article/chapter/book. You will summarize the theory’s main premise(s), typical research questions, research methods associated with it, and its limitations. You will attribute all sources used in the summary, and provide links when possible. You also will map each theory onto the general model of mass communication, which we will discuss on the first day.

Each summary will have a leader who will coordinate who is responsible for which section of the summary. Each student’s contribution to the summary will be clearly identified. Consider these summaries to be works-in-progress; they do not need to be written at the level of a polished research paper. The summary will due at the beginning of each class. Students will present/discuss it in class.

Research conversations

Two by mid-November (20 points each).

You will have at least two face-to-face conversations with your instructor about your research ideas and progress in the class. The first conversation should happen in the first three weeks of the semester. The second conversation should happen in late October/early November. It’s up to you to make sure that these conversations take place. They can be scheduled during office hours or at another time and in another setting (this is your instructor’s preference). Use email to set up when and where you will talk.

Research assignments

All research assignments are due by 12 noon on their due dates. Assignments submitted late receive zero points. You will use Blackboard to submit most of these assignments.

We will use a “scaffolding” approach to the research assignments. That is, each new assignment will build on the previous assignment and the feedback you receive. Instead of thinking about these as six separate assignments, think of them as one, semester-long project that you get to revise (and make better) several times.

Submission and revision process. Type these assignments in Word, save each document on your computer, and upload it in the appropriate place on Blackboard. You will receive most assignments back with track changes from the instructor. **Make sure you know how to operate track changes.** Before submitting the next version of the assignment, address all comments and revisions. Submit a “clean” document each time.

a. Initial search

Due Aug. 30 (20 points).

In this assignment, you will summarize the research you conduct during the first week. Start with a literature search and identify a peer-reviewed research article that is related to a topic you want to

research. Read/skim this article and identify other sources about your topic. Search the article's "Cited by" list in Google Scholar and identify more sources about your topic. Download the articles that seem most appropriate, and begin reading/skimming these articles.

Begin to keep track of concepts and theories that these articles use. You will add to these lists throughout the semester.

For this assignment, summarize your search process. Include the search terms and database(s) you used. Explain how you chose your initial article, and how it fits with your research topic. List the other sources you identified from the article and from Google Scholar. For each source, specify whether you have downloaded it, and if not, how you will access it. If you have skimmed it, summarize your initial impressions. Include the list of concepts and theories you have come across. If there are sources you have discarded along the way, explain what they are and your reasons for discarding them.

b. Research interest explanation

Due Sept. 6 (20 points).

In two or three paragraphs, explain what you are interested in researching. Explain why you are interested in this and what contribution your research might make. Explain what you know so far about your idea (if anything), and how you know this. Explain what you don't know and how you plan to find this out. Include at least one citation to (relatively recent) peer-reviewed research that has addressed a similar research interest, and explain how your research would differ or build upon this prior research.

c. Research question

Draft due Sept. 13 (20 points). Final research question due Sept. 20 (30 points).

In one paragraph, explain the significance of your research topic (a summary and expansion of your research interest assignment). Think about this as the first paragraph of your paper, in which you are making an argument for why your research topic is important enough to write about, and why your research question needs to be addressed. Then state your research question. Your research question needs to include the concept you will be studying this semester.

Your research question may mature as the semester progresses, so don't get too wedded to it. Use it to remind yourself what the direction of your research is but don't be afraid to develop your research question as you read more.

d. Annotated bibliography

Working list due Sept. 27 (20 points). Draft due Oct. 4 (30 points). Final bibliography due Oct. 11 (100 points).

An annotated bibliography is a list of references, with each reference followed by a summary (annotation) of the referenced work. The following is an example of one very extensive entry in an annotated bibliography. Your entries do not need to be as detailed as the following. In your bibliography, summarize the elements of an article (or another source) that are most applicable to your research topic. You can even explain in your summaries how each source is relevant to your work.

Ho, J. Y. C., & Dempsey, M. (2010). Viral marketing: Motivations to forward online content. *Journal of Business Research*, 63, 1000–1006. doi: 10.1016/j.jbusres.2008.08.010

Theory. The authors use the theoretical framework of FIRO (Fundamental Interpersonal Relations Orientation) (Schutz, 1966), to predict and test online users' motivations to share marketing content by way of e-WOM (electronic word-of-mouth). According to FIRO, three needs motivate individuals to communicate with one another: the need to feel included (i.e., belong), the need to show affection, and the need to control their social environment. Drawing on this framework, the authors predict that online users share content (1) to belong, (2) to distinguish themselves from others, (3) to engage in altruism, (4) to exert control over their personal growth, and (5) because they are curious.

Method & Results. The authors' predictions were tested with a survey of 582 undergraduate students. The dependent variable was the frequency with which respondents forwarded electronic information in a typical week. Data were analyzed with a structural equation model (SEM). Results confirmed that all motivations except for the need to belong predict online information sharing.

Implications. This is a useful study because it offers a theoretical model that can be adapted to predict the sharing of online news. It also identifies potential predictors of news sharing: the need to individuate, the need to be altruistic, and the need to control one's growth. Curiosity does not seem to fit with the other predictors – it should predict information gathering but not information sharing. Although it could be tied to issue involvement.

You will use these types of works in your bibliography: academic (peer-reviewed) journal articles, academic book chapters, academic books, non-academic research reports (e.g., Pew; use a limited number). You will NOT use these types of works in your bibliography: blog posts, websites, newspaper and magazine articles (including trade publications), theses and dissertations, unpublished research papers (including conference papers), encyclopedia entries, textbooks, non-academic books.

The goal of the working list is to show that you have started finding good references, and that you can list them using APA style. Master's students will have a minimum of five references in the working list, and doctoral students will have a minimum of 10 references. The working list does not need to include summaries/annotations (but it can).

The draft will include summaries/annotations. Master's students will have a minimum of eight references in the draft. Doctoral students will have a minimum of 15 references in the draft.

For the final annotated bibliography, Master's students will have between 15 and 25 references. Doctoral students will have between 25 and 40 references.

e. Concept explication

Concept topic due Oct. 18 (20 points). Outline due Oct. 25 (30 points). Final concept explication due Nov. 1 (100 points).

The goal of this assignment is an exhaustive analysis of a concept that's central to your research question.

First, identify a concept to explicate. Here are some concepts that I have come across recently in mass comm. research: attention, burnout, digital literacy, engagement, interactivity, opinion leadership,

parental mediation, polarization, radicalization, religiosity, sexual debut, sexual media diet, social capital, social media use, sharing, television viewing, voting, willingness to disclose, writing efficacy. These are just a few examples; there are many, many other concepts out there. You only have to identify one to explicate.

You will then find many articles and book chapters that discuss and use your concept.

For the concept topic assignment, start with your research question and explain how your concept relates to your research question. Briefly introduce your concept, including the benchmark sources on this concept. This should be no longer than two paragraphs.

Your paper will be structured as follows:

(1) Introduction (about 1 page). In this section, you will introduce the concept, explain why it's a concept worth studying, how it relates to your research question, and foreshadow what else you will say in the paper (write this last part last, when you know what the paper says).

(2) Conceptual definitions (3-5 pages). In this section, you will thoroughly explain how non-researchers and researchers have defined this concept (and corresponding concepts), how they have used it, and what they have found about it. You will write about how this concept is related to other concepts and theories in mass comm. research (e.g., what predicts it and/or what it predicts). You will critically evaluate what others have written about this concept. You will explain which of the conceptual definitions and relationships are relevant to your research.

(3) Operational definitions (3-5 pages). In this section, you will write about how the concept has been measured. This doesn't mean survey vs. experiment, etc. Dive deep into each methods section and explain what questions (items) were used to measure the concept, or how the concept was manipulated in an experiment, or what definitions were used to code the concept in a content analysis. Most concepts are not measured uniformly, so write about these differences in measurement, or about how the measurement has evolved over time. Then critically evaluate the different empirical approaches and explain why some are better than others. You will explain which of the empirical approaches are relevant to your research, which aren't, and why.

Writing tip: Make explicit connections between your conceptual and operational sections. They need to reflect one another. The transition between the two sections needs to be natural, not abrupt. Massage these two sections so that they work well together. Intro and concluding paragraphs can help with this.

(4) Conclusion (2-4 pages). In this section, you will synthesize everything you wrote in the previous two sections. You will clearly explain how you intend to define the concept in your research, how you intend to measure it, why, and what you expect to find.

Writing tip: After you write your conclusion, go back and revise your introduction so that it accurately foreshadows what the rest of your paper argues. You can also then revise the intros and conclusions to your two sections. Make sure that the entire paper presents a **coherent argument** about your concept.

(5) Reference list. Follow APA citation style and list all of the works that you cite in the text. Follow APA citation style for in-text citations. Persistent style mistakes in the text or in the reference section will decrease your grade.

The outline will include all of the above sections. Each section will include one or more point (you can use bullet points), which will become the topic sentences in your final version of the assignment. The outline may (but may not have to) include additional writing, expanding on your main points.

Here are some examples of published concept explications:

Kalyanaraman, S., & Sundar, S. S. (2008). Portrait of the portal as a metaphor: Explicating web portals for communication research. *Journalism & Mass Communication Quarterly*, 85(2), 239-256.

Kikuchi, M., & Coleman, C. (2012). Explicating and measuring social relationships in social capital research. *Communication Theory*, 22(2), 187-203. doi:10.1111/j.1468-2885.2012.01401.x

Lüders, M. (2008). Conceptualizing personal media. *New Media & Society*, 10(5), 683-702.

Marchionni, D. M. (2013). Journalism-as-a-conversation: A concept explication. *Communication Theory*, 23(2), 131-147. doi:10.1111/comt.12007

Park, S. (2012). Mediated intergroup contact: Concept explication, synthesis, and application. *Mass Communication & Society*, 15(1), 136-159. doi:10.1080/15205436.2011.558804

Potter, W. J. (2011). Conceptualizing mass media effect. *Journal of Communication*, 61(5), 896-915. doi:10.1111/j.1460-2466.2011.01586.x

Shah, D. V., & Scheufele, D. A. (2006). Explicating opinion leadership: Nonpolitical dispositions, information consumption, and civic participation. *Political Communication*, 23(1), 1-22. doi:10.1080/10584600500476932

f. Theory development

Theory topic due Nov. 8 (20 points). Outline/draft due Nov. 15 (30 points). Final theory paper due Nov. 29 (100 points).

The goal of this assignment is an exhaustive analysis of a theory that's central to your research question. Theories explain relationships between concepts, so your theory should be closely related to the concept you explicated in the previous assignment

First, identify a theory to develop. Here are some of the theories we will talk about in class: cultivation, exemplification, gatekeeping, selective exposure, social cognitive theory, third-person perception, uses and gratifications. There are many others out there. You only have to choose one.

You will then find many articles and book chapters that discuss, test, and expand your theory.

For your theory topic assignment, start with your research question and introduce your concept(s). Then explain how your theory relates to this concept and research question. Briefly summarize your theory. This should be no longer than two paragraphs.

Your paper will be structured as follows:

(1) Introduction (about 1 page). In this section, you will introduce your theory, explain how it relates to your research question, and foreshadow what else you will say in the paper.

(2) Historical background (3-5 pages). In this section, you will thoroughly explain how the theory came to be and how it has developed over time. Summarize key literature and provide examples of how the theory has been applied to research questions. Mention what research methods have been used to advance the theory. If there are elements of the theory that do not pertain directly to how you will be using it, you can explain those succinctly in this section. You also will critically evaluate what others have written about this theory. Writing tip: Use your own voice instead of relying on others' quotations. Reserve quotes only for the most unique statements that you can't or shouldn't paraphrase.

(3) Relevance to the research question and concepts (3-5 pages). In this section, you will write about how the theory relates to your research question and your focal concept(s). You will summarize what others have found using this theory in research that's similar to yours. You will explain what you expect to find using these concepts and theory. You can finish this section with hypotheses, if there is enough evidence to formulate them. Hypotheses don't need to be presented formally and can be integrated into your writing (e.g., "Based on this evidence, I expect that ...").

Writing tip: Your paper should provide a coherent narrative, a story. Through the narrative, you should be leading your readers incrementally toward some overall point you are making. Once you have all of the literature summarized, you may want to give it shape by editing each section's intro and concluding statements, and transitions, so that they lead the reader toward your conclusions.

(4) Conclusion (2-4 pages). In this section, you will synthesize everything you wrote in the previous two sections. You will clearly explain how this theory applies to your research questions and explains what you expect to happen in your research.

(5) Reference list. Follow APA citation style and list all of the works that you cite in the text. Follow APA citation style for in-text citations. Persistent style mistakes in the text or in the reference section will decrease your grade.

The outline/draft will include all of the above sections. Each section will include one or more point. Each point will become the topic sentences in your final version of the assignment. The outline also will include some additional writing, expanding on your main points.

g. Final paper

Draft of the introduction due Dec. 6 (20 points). Final paper due Dec. 13 (100 points).

This paper will integrate your concept explication and theory development assignments. You will add an introduction and transitions to these prior assignments that will frame them as a cohesive and convincing argument.

The goal of a research paper's introduction and literature review sections is to convince readers that the study being undertaken is worth pursuing. This is also the goal of this assignment. Re-work what you have written already in a way that argues for conducting your study. Emphasize what research has found in this area, what has been overlooked, and how your research will fill this gap.

GRADING

Letter grade	Points	What it means
A	94-100	Flawless work
A-	90-93	Excellent work with a few minor issues that can be addressed easily
B+	87-89	Solid work with several minor issues
B	84-86	Solid work with a number of minor issues and at least one major issue
B-	80-83	Work meets most expectations but requires considerable revisions
C+	77-79	Work meets some expectations and requires considerable revisions
C	74-76	Work misses most expectations and requires major revisions
C-	70-73	At least one key element is mostly absent
D+	67-69	At least one key element is completely absent and work exhibits other major flaws
D	64-66	More than one key element is completely absent
D-	60-63	Work needs almost a full re-write
F	0-59	Work is either missing or needs a full re-write

CLASS SCHEDULE

Week 1: Wednesday, Aug. 23 | Introduction to class | Research questions | Sources

Week 2: Wednesday, Aug. 30 | Social science and mass communication theory

1. Post a summary of your initial search on Blackboard by 12 noon (see Research assignments section, above, for instructions). Bring the sources to class (digital or physical copies).
2. Theory summary: Third-person effect. Leader _____.
3. Read the following chapter [see the Additional Readings folder on Blackboard]:

Potter, W. J. (2014). Patterns in the use of theory in media effects research. In R. S. Fortner & P. M. Fackler (Eds.), *The handbook of media and mass communication theory* (pp. 95–114). Malden, MA: John Wiley & Sons.
4. Thinking about your research topic and using information from Potter’s chapter, write a one-paragraph reflection addressing the following questions: Is your research topic a “media effects” topic? If so, which of the theories Potter lists might explain something about your topic? Looking at the table on p. 102, to which types of effects and functions is your topic related? If your research topic is not a media effects topic, what type of theory might explain parts of your topic? Bring your reflection to class.
5. Read chapter 1 in the *Publication Manual of the APA*. Focus on sections 1.01-1.06 and 1.10. Flag the guidelines from this chapter that seem most important.

Week 3: Wednesday, Sept. 6 | Two step flow and individual differences

1. Submit your research interest explanation on Blackboard before 12 noon.

2. Be prepared to discuss your research progress, including the strategies you have used to search for and access sources, and the concepts and theories that have emerged from this search.
3. Theory summary: Two-step flow (discussed in chapter 6 of Baran and Davis's *Mass Communication Theory*). Leader: _____.
4. Read sections 1 and 4 in the following article. Be prepared to discuss these concepts: (1) Five-factor model of personality (and each of the five factors), (2) shyness and narcissism, (3) the study's findings and limitations, and (4) the implications of this study (e.g., potential effectiveness of Facebook advertising). Note any questions or arguments you have about this study and bring them up in class.

Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook usage. *Computers in Human Behavior*, 27, 1658–1664.
5. Read chapter 2 in the *Publication Manual of the APA*. Focus on sections 2.01, 2.05-2.08, 2.11, and Figure 2.1. Flag the guidelines from this chapter that seem most important.

Week 4: Wednesday, Sept. 13 | Message senders and newsroom sociology

Guest speaker: Scott Reinardy, Ph.D.

1. Submit the draft of your research question on Blackboard before 12 noon.
2. Theory summary: Gatekeeping. Leader: _____.
3. Read the following article (skip the Results section), and be prepared to discuss (1) self-determination theory, (2) the concept of job satisfaction, (3) how job satisfaction is measured (operationalized), (4) the concept of autonomy, (3) how autonomy is measured.

Reinardy, S. (2014). Autonomy and perceptions of work quality. *Journalism Practice*, 8(6), 855-870. doi: 10.1080/17512786.2014.882481
4. Read pp. 439-447 in the following article and be prepared to discuss (1) how Pingree proposes to revise the classical communication model we have been discussing; (2) the implications of Pingree's arguments for understanding what when users post things on social media or comment on online news articles.

Pingree, R. J. (2007). How messages affect their senders: A more general model of message effects and implications for deliberation. *Communication Theory*, 17(4), 439-461. doi: 10.1111/j.1468-2885.2007.00306.x
5. Read sections 6.22-6.32 in chapter 6 of the *Publication Manual of the APA*. Flag the guidelines that seem most important.

Week 5: Wednesday, Sept. 20 | Media selection | Bibliography introduction

1. Submit your revised research question on Blackboard before 12 noon.
2. Theory summary: Selective exposure. Leader: _____.

3. Theory summary: Uses and gratifications. Leader: _____.
4. Read the following article, up to p. 66 (stop at Results), and be prepared to discuss (1) the role that selective exposure plays in this article, (2) other conceptual (theoretical) elements that comprise the authors' conceptual model. This is the first experiment we are reading in this class so we will also dive deep into the experiment's setup and how it tests the conceptual model.

Knobloch-Westerwick, S., & Lavis, S. (2017). Selecting serious or satirical, supporting or stirring news? Selective exposure to partisan versus mockery news online videos. *Journal of Communication*, 67(1), 54-81. doi: 10.1111/jcom.12271
5. Read chapter 7 in the *Publication Manual of the APA*. Focus on sections 7.01-7.05. Flag the guidelines that seem most important.

Week 6: Wednesday, Sept. 27 | Message processing | Concept explication introduction

1. Submit on Blackboard by 12 noon a working list of the references you have found so far for your annotated bibliography. Minimum entries: five for Master's students and ten for doctoral students.
2. Theory summary: Elaboration likelihood model (ELM). Leader: _____.
3. Read the following article, focusing on pp. 777-779 (stopping at Study 1), and pp. 785 (starting at General Discussion) to the end. Be prepared to discuss the overall theoretical model that these authors develop and test in this study, and the constituent theories on which they draw in the process of developing this model.

Small, D. A., & Verrochi, N. M. (2009). The face of need: Facial emotion expression on charity advertisements. *Journal of Marketing Research*, 46(6), 777-787. doi: 10.1509/jmkr.46.6.777
4. Read the following article, stopping on p. 401 (before the first Method section). Come prepared to discuss the similarities and differences between the way that this article and the previous one use a dual-process model in its theoretical development.

Lewis, R. J., Tamborini, R., & Weber, R. (2015). Testing a dual-process model of media enjoyment and appreciation. *Journal of Communication*, 64, 397-416. doi: 10.1111/jcom.12101
5. In chapter 3 of the *Publication Manual of the APA*, read sections 3.01-3.17. Flag the guidelines that seem most important.

Week 7: Wednesday, Oct. 4 | Diffusion and digital divide

1. Submit a draft of your annotated bibliography on Blackboard before 12 noon. Minimum entries, with a synopsis of each: eight for Master's students and 15 for doctoral students.
2. Theory summary: Diffusion of innovations. Leader: _____.

3. Read the following article, stopping at the bottom of p. 22, and be prepared to discuss (1) how these authors develop the concept of the digital divide in relation to people with disabilities, (2) the quality of the theoretical/conceptual model they develop, and (3) the data they use, and (4) how they measure disability and (5) internet experiences and skills.

Dobransky, K., & Hargittai, E. (2016). Unrealized potential: Exploring the digital disability divide. *Poetics*, 58(1), 18-28. doi: 10.1016/j.poetic.2016.08.003

4. Read the following article and be prepared to discuss how the authors use (1) digital divide, (2) diffusion of innovations, and (3) uses and gratifications theories to set up their study; and (4) how their findings about economic instability, educational trajectories, and social isolation contribute to these theories.

Bobkowski, P. S., & Smith, J. E. (2013). Social media divide: Characteristics of emerging adults who do not use social network websites. *Media Culture & Society*, 35(6), 771-781. doi:10.1177/0163443713491517

5. In chapter 3 of the *Publication Manual of the APA*, read sections 3.18-3.23. Flag the guidelines that seem most important.

Week 8: Wednesday, Oct. 11 | Priming and agenda setting

1. Submit your annotated bibliography on Blackboard before 12 noon.
2. Theory summary: Agenda setting. Leader: _____.
3. Read the following article before class, focusing on pp. 34-39 and 47-51. Be ready to discuss (1) priming, (2) the structure of memory, (3) examples of priming in mass media, and (4) what this study contributes to the operationalization of priming intensity, particularly in the context of sexual content. This study is not the easiest, so note any questions you have while reading this study and bring them up in class.

Carpentier, F. R. D., Northup, C. T., & Parrott, M. S. (2014). Revisiting media priming effects of sexual depictions: Replication, extension, and consideration of sexual depiction strength. *Media Psychology*, 17(1), 34-54. doi: 10.1080/15213269.2013.870045

4. Skim chapter 4 in the *Publication Manual of the APA*. Notice the many detailed guidelines that are here and make a mental note to look up these guidelines when you write your papers. Flag the guidelines that seem most important.

Week 9: Wednesday, Oct. 18 | Framing

1. Submit your concept explication topic on Blackboard before 12 noon.
2. Theory summary: Framing. Leader: _____.
3. Read the following article, stopping at the bottom of p. 407 (before Methods). Be prepared to discuss (1) how the authors integrate framing (and agenda setting) into their conceptual argument, and (2) how they measure framing.

McGinty, E. E., Kennedy-Hendricks, A., Baller, J., Niederdeppe, J., Gollust, S., & Barry, C. L. (2016). Criminal activity or treatable health condition? News media framing of opioid analgesic abuse in the United States, 1998–2012. *Psychiatric Services, 67*(4), 405–411. doi: 10.1176/appi.ps.201500065

4. Read the following article before class, focusing on pp. 219-225 and 232-235. Be prepared to discuss (1) how framing has been used in sports journalism, (2) performance and character frames, (3) the object-evaluation model, (4) the role of fandom and religion in sports enjoyment, and (5) how these authors' approach to framing differs from that of the previous article.

Lewis, N., & Weaver, A. (2015). More than a game: Sports media framing effects on attitudes, intentions, and enjoyment. *Communication & Sport, 3*(2), 219-242.

5. Read sections 6.03-6.09 and 6.11-6.21 in chapter 6 of the *Publication Manual of the APA*. Flag the guidelines that seem most important.

Week 10: Wednesday, Oct. 25 | Social cognitive theory

1. Submit your concept explication outline on Blackboard before 12 noon.
2. Theory summary: Social cognitive theory (or social learning theory). Leader: : _____.
3. Read the following article: TBD
4. Read the following chapter and identify the key parts of these authors' overall argument. What "story" are they attempting to tell in this chapter?

Romer, D., Jamieson, P., Bleakley, A., & Jamieson, K. H. (2014). Cultivation theory: Its history, current status, and future directions. In R. S. Fortner & P. M. Fackler (Eds.), *The handbook of media and mass communication theory* (pp. 115–136). Malden, MA: John Wiley & Sons. [see Blackboard for a link to this chapter]

Week 11: Wednesday, Nov. 1 | Cultivation

1. Submit your concept explication on Blackboard before 12 noon.
2. Theory summary: Cultivation. Leader: _____.
3. Read the following article, focusing on pp. 5-9 and 14-17. Be ready to discuss: connections between cultivation, priming, and dual-process theories; and reactance. Note any questions or arguments you have about this study and bring them up in class.

Russell, C. A., Russell, D. W., Boland, W. A., & Grube, J. W. (2014). Television's cultivation of American adolescents' beliefs about alcohol and the moderating role of trait reactance. *Journal of Children and Media, 8*(1), 5–22. doi: 10.1080/17482798.2014.863475

Week 12: Wednesday, Nov. 8 | Integrative theories

1. Submit your theory topic on Blackboard before 12 noon.

2. Theory summary: Media practice model. Leader: _____.
3. Read the following article, focusing on pp. 751-755 and 768-770. Be prepared to discuss (1) the reinforcing spirals perspective, (2) the contribution of primary socialization theory and social development theory to the authors' argument, and (3) how this study is about both media selection and effects. Note any questions or arguments you have about this study and bring them up in class.

Slater, M. D., & Hayes, A. F. (2010). The influence of youth music television viewership on changes in cigarette use and association with smoking peers: A social identity, reinforcing spirals perspective. *Communication Research*, 37(6), 751–773. doi: 10.1177/0093650210375953

Week 13: Wednesday, Nov. 15 | Race, ethnicity and social identity

Guest speaker: Joseph Erba, Ph.D.

1. Submit an outline (and any draft writing) of your theory paper on Blackboard before 12 noon.
2. Read the following articles before class:

Whittler, T. E., & Spira, J. S. (2002). Model's race: A peripheral cue in advertising messages? *Journal of Consumer Psychology*, 12(4), 291–301. doi:10.1207/15327660260382333

Cano, C. R., & Ortinau, D. J. (2012). Digging for “Spanish gold:” How to connect with Hispanic consumers. *Journal of Advertising Research*, 52(3), 322–332. doi:10.2501/JAR-52-3-322-332

Week 14: Wednesday, Nov. 22

1. No class today. Enjoy Thanksgiving break. Work on your theory paper

Week 15: Wednesday, Nov. 29 | Critical cultural and feminist theories

Guest speaker: Barbara Barnett, Ph.D.

1. Submit your theory paper on Blackboard before 12 noon.
2. Read the following article [see Blackboard]. Note any differences you notice between the structure, voice, and overall “feel” of this article versus articles we read earlier in this class.

Barnett, B. (2008). Framing rape: An examination of public relations strategies in the Duke University lacrosse case. *Culture & Critique*, 1, 179-202. doi:10.1111/j.1753-9137.2008.00018.x

Nielsen, C. (2013). Wise Latina: Framing Sonia Sotomayor in the general-market and Latina/o-oriented prestige press. *The Howard Journal of Communication*, 24, 117-133. doi: 10.1080/10646175.2013.776418

Week 16: Wednesday, Dec. 6 | Normative theories and legal research

Guest speaker: Genelle Belmas, Ph.D.

1. Submit the introduction to your final paper on Blackboard before 12 noon.
2. Read the following chapter [see Blackboard]:

Ugland, E., Dennis, E. E., & Gillmor, D. M. (2003) Legal research in mass communication. In G. H. Stempel, III, D. H. Weaver, & G. C. Wilhoit (Eds.), *Mass communication research and theory* (pp. 386-405). Boston, MA: Allyn and Bacon.

Finals week: Wednesday, Dec. 13

1. Submit your final paper on Blackboard before 4:30 p.m.