

Communication 7802
Narrative and Communication
Spring 2015
Tuesday/Thursday 9:35-10:55am
3116 Derby Hall

Professor: Emily Moyer-Gusé
3068 Derby Hall
moyer-guse.1@osu.edu

Office hours: Mon 12:30-1:30 and by appointment

Reading

All required readings are available on our class Carmen website. Students should carefully read all assigned articles prior to class.

Course Description

This course provides an overview of prominent theory and research related to communication and narrative. We will begin with differing perspectives on narratives and what they are, and move quickly to theory and research related to different aspects of narrative. The readings are from many different areas. One area that is not well covered is narratology and the more humanistic side of narrative. We have some readings from those perspectives, but I encourage you to take a course from other programs if you want to understand it better than I can guide you through it. In this course, we'll try to move from general considerations to more specific aspects, or dimensions, of narrative theory and research – primarily from a social science tradition. Specifically, we will examine different approaches to narrative, how individuals process and comprehend narratives, narrative story structures, engagement with narratives and characters, narrative persuasion, and a variety of different communication-related applications of narrative. That is, we will examine how narratives have been examined as a particular message type across a variety of content areas.

Specific objectives of the course are:

- 1) Give students a sense of current research on narrative related to communication.
- 2) Provide thoughtful discussion, critique, and extension of current theorizing and research
- 3) Allow students to select a related topic and design a research project that advances theory

Format & Participation

Given that this course is a graduate seminar, most of our class time will be dedicated to collective discussion. This means that you should master the reading assignments and come to class prepared with questions, criticisms, and comments. In class, I will provide some background information and clarify portions of the readings when needed. However, I will rely primarily on your comments and questions to guide our class discussions. As such, you should read the material with an eye for generating questions and discussion in class.

Course Requirements

Grades will be determined on the basis of regular and active participation in seminar discussion (15%), discussion questions (10%) and reading response papers (20%), and a research paper and corresponding presentation and paper benchmarks (55%).

Seminar Participation

15 percent of your grade in this course will be based on regular and thoughtful participation in seminar discussion. It is not enough for you to merely come to class or to do the readings. Rather, you must actively discuss the readings and engage in discussion with other students. Each student should come to class ready to discuss the readings and raise questions about them. To this end, each student will contribute to the development of a classroom environment where ideas are examined from various perspectives.

In combination with regular and thoughtful participation, please also treat others (your classmates and me) with respect while they are speaking. This means giving them/me your full and undivided attention. **Disengagement with the class (e.g., extensive fixation of eye gaze on the laptop screen during presentations/discussions) has no place in a graduate seminar and is not consistent with active participation.** While I understand the use of laptops in class for taking notes and/or referring to assigned readings, they should not be used for anything else under any circumstances during class. Please do not check your email, send email, work on other academic material, or really do anything unrelated to this seminar while we are holding class.

Discussion Questions

To facilitate class discussion, you will be asked to contribute discussion questions to each class meeting for which readings have been assigned. You should have *at least* one discussion question raised by each of the assigned readings OR several questions that span themes related to the readings in the aggregate. You do not need to know the answer to the question you post, but you should be able to describe both why you ask the question and the relevant concepts that you do understand. I will review these questions, and will often use them to guide class conversation.

To get you thinking along the right track, your questions *may* be related to:

- Portions of the readings you disagree with
- Broader theoretical issues raised by the readings
- Empirical and/or theoretical questions raised by the readings
- How the readings relate to or contradict previous readings or other research in the field

Discussion questions should be posted to Carmen by noon on Mondays/Wednesdays the day before class.

Reading Response Papers

For approximately 1/3 of the class meetings you will be expected to prepare a typed reaction to the assigned readings. Each reaction paper will be 1-3 typed pages (following normal APA font and formatting). The details of these papers are as follows:

1. In addition to the required discussion questions, each student will be asked to sign up for 5 class periods throughout the semester. On your selected day, you should prepare a reaction paper prior to class and post it to Carmen no later than noon the day before class meets. Each reaction paper should be 2-3 typed pages and will include a brief, but thoughtful, reaction to the readings. In your reaction, do not spend time summarizing the readings, but rather get right to your evaluations, comments, and critique. In your reaction, you may wish to address the following:
 - How does this theory/research overlap and diverge from others we have discussed (or those we haven't discussed)?
 - Are there any flaws or inconsistencies in the studies and/or arguments being made?
 - Are additional questions raised by the theory and/or research results?
 - Are you convinced? Why or why not?
 - What are the implications (practical or theoretical) of the conclusions reached by the authors?
 - What future research is needed in this area? **Particularly, how can this theory apply to your research interest/area?**
2. For our class meeting on April 16th, each student will be asked to select and respond to an article consistent with that day's theme (looking forward, looking back).

All reading response papers should be uploaded to the Carmen drop box noon on the day before class (i.e., Monday morning/Wednesday morning). Additional details about the response papers and how they will be evaluated are posted on Carmen.

Research Paper

In a 15-25 page research paper, you should propose an original, theoretically driven, study concerning mass communication and the individual. You should propose a study that addresses a gap in the literature on a particular topic and/or theory in media effects. You are not expected to collect data during the semester, but I encourage you to select a paper topic you are interested in completing after the semester is over.

The paper should follow standard APA formatting guidelines. Include a brief introduction, a thorough review of the theoretical question of interest, past literature that provides a compelling rationale for the study, a statement of the hypotheses and/or research questions, a detailed method section identifying how you will carry out the study, and a discussion section that highlights what will be learned from the data, strengths and limitations of the study.

Your papers will be evaluated based on your ability to identify a theoretically driven research question/hypothesis that improves our understanding of some phenomenon, your review of relevant literature and construction of a logical argument that leads to a set of testable hypotheses, and the appropriateness of your design of a study to test those hypotheses.

At several points during the semester, you will be asked to report on your paper progress (topic selection, rationale, hypotheses, and research design). You will also present your finished paper to the class and receive a detailed “review” of your research plan. Additional details about these paper benchmarks, the paper assignment, and how they will be evaluated are posted on Carmen.

2/5	Paper topic idea(s) in class
3/5	Paper prospectus due
3/24	Summary of your research design due
4/7	Paper outlines due
4/23	Final papers due
4/21-4/23	Presentation to class of your final research proposal.

Late work is penalized unless an extension is granted beforehand. In addition, please let me know in advance if you must miss a class meeting.

Technology:

Students are NOT allowed to take photographs, record video, or record audio during class. Laptops and tablets should be used only for note taking and class related activities. Failure to comply with these policies will result in point deductions (see below).

Point Deductions:

I reserve the right to deduct points from any student's grade if they (1) disrupt my ability to teach the class or a fellow classmate's ability to learn the course material or (2) violate the technology policy. If a student disrupts the class, I will ask the student to stop whatever action they are engaging in or to leave the classroom. Any subsequent disruption will result in a point deduction. Penalties will range from a minimum of 20 points to a maximum of 100 points. In the event of a point deduction, students will receive written correspondence that documents the event and the penalty.

Academic Integrity

All students at the Ohio State University are bound by the code of student conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with the Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct can be found at the above website.

Accommodations

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Tentative Class Schedule*

Week	Date	Topic
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1	Tu 1/13	Introduction to Class
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	Th 1/15	Narrative & Story: What is Narrative? What isn't? What makes narratives different?
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Oatley, K. (2002). Emotions and the story worlds of fiction. In M. C. Green, J. J. Strange, & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations*. Mahwah, NJ: Lawrence Erlbaum Associates.

Zwaan, R. A. (1994). Effect of genre expectations on text comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20, 920-933.

2	Tu 1/20 & Th 1/22	
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Perspectives on Narrative: Memory/Storage; Is everything narrative?

Schank, R.C. & Abelson, R.P. (1995). Knowledge and Memory: The real story. In R. S. Wyer (Ed.) *Advances in Social Cognition VIII* (pp. 1-41). Hillsdale, NJ: Erlbaum.

Baumeister, R.F., and L.S. Newman (1995). The primacy of stories, the primacy of roles and the polarizing effects of interpretive motives: Some propositions about narratives. . In R. S. Wyer (ed.) *Advances in Social Cognition VIII* (pp. 97-108). Hillsdale, NJ: Erlbaum.

Brewer, R.F. (1995). To assert that all human knowledge and memory is represented in terms of stories is certainly wrong. In R. S. Wyer (ed.) *Advances in Social Cognition VIII* (pp. 87-96). Hillsdale, NJ: Erlbaum.

Gordon, R., Gerrig, R. J., & Franklin, N. (2009). Qualitative characteristics of memories for real, imagined, and media-based events. *Discourse Processes*, 46, 70-91.

3	Tu 1/27	Narrative Structure & Narrative Comprehension
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Zwaan, R. A., Langston, M. C., & Graesser, A. C. (1995). The construction of situation models in narrative comprehension: An event-indexing model. *Psychological Science*, 6(5), 292-297.

Mano, Y., Harada, T., Sugiura, M., Saito, D.N., & Sadato, N. (2009). Perspective-taking as part of narrative comprehension: A functional MRI study. *Neuropsychologia*, 47, 813-824.

Th 1/29 Narrative Structure & Narrative Comprehension

Gilbert, D. T., Tafarodi, R. W., & Malone, P. S. (1993). You can't not believe everything you read. *Journal of Personality and Social Psychology*, 65, 221-233.

Marsh, E. J., & Fazio, L. K. (2006). Learning errors from fiction: Difficulties in reducing reliance on fictional stories. *Memory & Cognition*, 34, 1140-1149.

4 Tu 2/3 Narrative Structure & Narrative Comprehension

Sundermeier, B.A., van den Broek, P., & Zwaan, R.A. (2005). Causal coherence and the availability of locations and objects during narrative comprehension. *Memory & Cognition*, 33(3), 462-470.

Dahlstrom, M. F. (2012). The persuasive influence of narrative causality: Psychological mechanism, strength in overcoming resistance, and persistence over time. *Media Psychology*, 15, 303-326.

Th 2/5 PAPER: Preliminary topic idea(s) due today; Small Group & Class Discussions

5 Tu 2/10 Mechanisms of Narrative Persuasion

Moyer-Gusé, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. *Communication Theory*, 18(3), 407- 425.

Hoeken, H., & Fikkers, K. M. (2014). Issue-relevant thinking and identification as mechanisms of narrative persuasion. *Poetics*, 44, 84-99.

Tal-Or, N., Boninger, D., Poran, A., & Gleicher, F. (2004). Counterfactual thinking as a mechanism in narrative persuasion. *Human Communication Research*, 30, 301-328.

Th 2/12 Empathy, Understanding Characters

Keen, S. (2006). A theory of narrative empathy. *Narrative*, 14(3), 207-236.

Cohen, J. (2009). Mediated relationships and media effects: Parasocial interaction and identification. In R. L. Nabi, & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 223-236). Thousand Oaks, CA: Sage.

Mar, R.A., & Oatley, K. (2008). The function of fiction is the abstraction and simulation of social experience. *Perspectives on Psychological Science*, 3(3),173-192.

6 Tu 2/17 Empathy, Understanding Characters

De Graaf, A., Hoeken, H., Sanders, J., & Beentjes, J. W. (2012). Identification as a mechanism of narrative persuasion. *Communication Research, 39*, 802-823.

Klin, C.M. & Drumm, A.M. (2010). Seeing what they read and hearing what they say: Readers' representation of the story characters' world. *Psychonomic Bulletin & Review, 17*(2), 231-236.

Th 2/19 Engagement/audience activity

Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology, 79*(5), 701-721.

Gerrig, R. J., & Rapp, D. N. (2004). Psychological processes underlying literary impact. *Poetics Today, 25*, 265-281.

Mazzocco, P. J., Green, M. C., Sasota, J. A., & Jones, N. W. (2010). This story is not for everyone: Transportability and narrative persuasion. *Social Psychological and Personality Science, 1*, 361-368.

7 Tu 2/24 Engagement/audience activity

Quintero Johnson, J. M., Harrison, K., & Quick, B. L. (2013). Understanding the effectiveness of the entertainment-education strategy: An investigation of how audience involvement, message processing, and message design influence health information recall. *Health Communication, 18*, 160-178.

Kaufman, G.F. & Libby, L.K. (2012). Changing beliefs and behavior through experience-taking. *Journal of Personality and Social Psychology, 103*(1)1-19.

Slater, M. D., Johnson, B. K., Cohen, J., Leonora, M. G., & Ewoldsen, D. R. (2014). Temporarily expanding the boundaries of the self: Motivations for entering the story world and implications for narrative effects. *Journal of Communication, 64*, 439-455

Th 2/26 Engagement and Conceptual/Methodological Issues

Busselle, R. & Bilandzic, H. (2009). Measuring narrative engagement. *Media Psychology, 12*, 321-347.

Tukachinsky, R. (2014). Experimental manipulation of psychological involvement with media. *Communication Methods & Measures, 8*, 1-33.

Niederdeppe, J., Kim, H. K., Lundell, H., Fazili, F., & Frazier, B. (2012). Beyond counterarguing: simple elaboration, complex integration, and counterelaboration in response to variations in narrative

focus and sidedness. *Journal of Communication*, 62, 758-777.

8 Tu 3/3 Narrative Influence Over Time

Appel, M., & Richter, T. (2007). Persuasive effects of fictional narratives increase over time. *Media Psychology*, 10, 113-134.

Jensen, J. D., Bernat, J. K., Wilson, K. M., & Goonewardene, J. (2011). The delay hypothesis: The manifestation of media effects over time. *Human Communication Research*, 37, 509-528.

Th 3/5 Emotion PAPER: Prospectus due today

Dunlop, S., Wakefield, M., & Kashima, Y. (2008). Can you feel it? Negative emotion, risk, and narrative in health communication. *Media Psychology*, 11, 52-75.

Bollinger, S. & Kreuter, M.W (2012). Real-time moment-to-moment emotional responses to narrative and informational breast cancer videos in African American women. *Health Education Research*, 27(3), 537-543.

Nabi, R. L., & Green, M. C. (2015). The role of narrative's emotional flow in promoting persuasive outcomes. *Media Psychology*.

9 Tu 3/10 Individual final paper meetings (schedule a time slot)

Th 3/12 Individual final paper meetings (schedule a time slot)

Tu 3/17

Spring Break

Th 3/19

10 Tu 3/24 Communicating Stigma with Narrative PAPER: Design & Method Due

Caputo, N. M., & Rouner, D. (2011). Narrative processing of entertainment media and mental illness stigma. *Health Communication*, 26, 595-604.

Chung, A. H., & Slater, M. D. (2013). Reducing stigma and out-group distinctions through perspective-taking in narratives. *Journal of Communication*, 63, 894-911.

Oliver, M. B., Dillard, J. P., Bae, K., & Tamul, D. J. (2012). The effect of narrative news format on empathy for stigmatized groups. *Journalism & Mass Communication Quarterly*, 89, 205-224.

Th 3/26 Personal Health Narratives and Medical Decision Making

Miller-Day, M., & Hecht, M. L. (2013). Narrative means to preventative ends: A narrative engagement framework for designing prevention interventions. *Health Communication, 28*, 657-670.

McQueen, A., Kreuter, M. W., Kalesan, B., & Alcaraz, K. I. (2011). Understanding narrative effects: Effect of breast cancer survivor stories on message processing, attitudes and beliefs among African American women. *Health Psychology, 30*, 674-682.

Simons, J. J. P., & Green, M. C. (2013). Distracted by details: Narrative influence following conflicting stories. *Media Psychology, 16*, 221-243.

11 Tu 3/31 Science & Narrative-Based Learning

Van den Broek, P., & Kendeou, P. (2008). Cognitive processes in comprehension of science texts: The role of co-activation in confronting misconceptions. *Applied Cognitive Psychology, 22*, 335-351.

Glaser, M., Garsoffky, B., & Schwan, S. (2009). Narrative-based learning: Possible benefits and problems. *Communications, 34*, 429-447.

Marsh, E. J., Butler, A. C., Umanath, S. (2012). Using fictional sources in the classroom: Applications from cognitive psychology. *Educational Psychological Review, 24*, 449-469.

Th 4/2 The Role of Narrative in Childhood

Fisch, S. M. (2000). A Capacity Model of children's comprehension of educational content on television. *Media Psychology, 2*, 63-91.

Singer, J.L. (1995). Imaginative play in childhood: Precursor of subjunctive thoughts, daydreaming and adult pretending games. Pp. 187-220 in A.D. Pellegrini (ed.) *The future of play theory*. Albany, NY: SUNY Press.

Oatley, K. (2011a). The space in-between: Childhood play as entrance to fiction. In *Such stuff as dreams: The psychology of fiction* (pp. 23-50). West Sussex, U.K.

12 Tu 4/7 Research Paper Roundtable Final Paper Outlines due today

Th 4/9 Narrative-Based Advertising

Chang, C. (2013). Imagery fluency and narrative advertising effects. *Journal of Advertising, 42*, 54-68.

Escalas, J. E. (2004). Imagine yourself in the product: Mental simulation, narrative transportation, and persuasion. *Journal of Advertising*, 33(2), 37-48.

Wentzel, D., Tomczak, T., & Herrmann, A. (2010). The moderating effect of manipulative intent and cognitive resources on the evaluation of narrative ads. *Psychology & Marketing*, 27, 510-530.

13 Tu 4/14 Enjoyment of Anti-hero Narratives & Moral Salience

Eden, A., Tamborini, R., Grizzard, M., Lewis, R., Weber, R., & Prabhu, S. (2014). Repeated exposure to narrative entertainment and the salience of moral intuitions. *Journal of Communication*, 64, 501-520.

Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. *Journal of Communication*, 62, 1028-1046.

Krakowiak, K. M., & Tsay-Vogel, M. (2014). The dual role of morally ambiguous characters: Examining morality salience on narrative responses. *Human Communication Research*.

Th 4/16 Looking back, looking forward

Readings TBD

14 Tu 4/21 Student Presentations

Th 4/23 Student Presentations

Final Papers Due Today

* Note: Course readings, due dates, and comment paper instructions are subject to change. In such a case, announcements will be made in class.