

**Communication 7802**  
**Narrative and Communication**  
Spring 2018  
Monday/Wednesday 11:10-12:30  
3116 Derby Hall

**Professor:** Emily Moyer-Gusé  
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**Office hours:** Mon 1:00-2:00 and by appointment

**Reading**

All required readings are available on the Carmen course 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 will briefly touch on those perspectives, but I encourage you to take a course from other programs if you want to understand it more thoroughly. In this course, we'll move from general considerations to more specific aspects 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

**Course Requirements**

Grades will be determined on the basis of:

Participation in seminar discussion	15%
Discussion questions	10%
Resident expert paper	15%
Looking forward looking back paper	10%
Research proposal (with corresponding presentation and paper benchmarks)	50%

I will use the standard OSU grade lettering scheme to convert numeric course grades back to a final course letter grade. Note that the OSU grade lettering scheme does not incorporate rounding.

### **Seminar Participation**

Participating in a discussion and analysis of course material enhances your understanding and helps you sharpen your critical thinking. Thus, 15 percent of your grade in this course will be based on regular and thoughtful participation in seminar discussion. Attendance is a necessary but not sufficient condition for this. Beyond carefully reading the assigned readings and attending class, you are expected to actively engage in the class discussion by making thoughtful contributions daily. Each student should come to class ready to discuss the readings and raise questions about them. While quantity of participation is important, it is not sufficient. I also expect that your contributions will reflect your careful reading of the course material and time spent reflecting on it. This means that you should master the reading assignments and come to class prepared with questions, criticisms, and comments. As such, you should read the material with an eye for generating questions and discussion in class. 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) 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 do anything unrelated to this seminar while class is in session.** Doing so is incredibly distracting and rude. Students engaged in work unrelated to the course during class will be dismissed for the day.

### **Discussion Questions**

To facilitate class discussion, you will be asked to contribute 2-3 discussion questions for 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 incorporate them into our class discussion.

Discussion questions should be uploaded to the course website by 7:00pm the day before class. You cannot post a question that has already been asked. Therefore, you need to pay attention to the questions that have already been posted by your classmates. You can, however, build off of your fellow classmates' questions to create a cohesive line of inquiry. Questions should be accompanied by a few sentences that briefly describe/clarify the issue you are trying to raise.

Questions can serve a variety of purposes such as seeking to clarify an issue you find confusing, critically challenging some aspect of a reading, or provoking discussion of a particular issue you find compelling. Overall, try to ask questions that will stimulate a scientific discussion and avoid asking

questions that you could easily answer yourself with some additional research (i.e., “Has anyone done research looking at X or Y...”)

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

### **Resident Expert Assignment**

For one of our class meetings you will be expected to do some additional research and background reading on the day’s topic. There is much more to read on any given topic than we can possibly cover in this course. My aim for this assignment is for you to choose a topic of particular interest to you and dive into that body of research and explore it on your own and then share the results with the class. In particular, your focus should be on following the research stream to see what scholars have been working on most recently with respect to the theory or context we are discussing during that class meeting. On this day you will NOT be expected to lead the discussion for our class. However, you will type of a summary of your observations and post this on the class website to share with everyone. You should also look for opportunities during the day’s discussion to share what you have found. Additional guidelines for this assignment are posted on the course website.

### **Looking Forward, Looking Back Paper**

For our class meeting on April 11<sup>th</sup>, each student will be asked to select and respond to an article consistent with that day’s theme (looking forward, looking back. This paper will be 2-3 typed pages (following normal APA font and formatting). Additional instructions for this assignment are posted on the course website.

### **Research Paper**

In a 10-15 page research proposal, 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.

2/7	Paper topic idea(s) in class
2/28	Paper prospectus due
3/19	Summary of your research design due
4/2	Paper outlines due
4/16-4/23	Presentation to class of your final research proposal.
4/25	Final papers due

Late work is penalized (10% per day) 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 permitted to take photographs, record video, or record audio during class. Laptops and tablets should be used only for note taking and class related activities

#### **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](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\***

<b>Week</b>	<b>Date</b>	<b>Topic</b>
<b>1</b>	<b>M 1/8</b>	<b>Introduction to Class</b>
	<b>W 1/10</b>	<b>Narrative &amp; Story: What is Narrative? What isn't? What makes narratives</b>

## different?

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.

\*Dahlstrom, M. F., Niederdeppe, J., Gao, L., & Zhu, X. (2017). Operational and conceptual trends in narrative persuasion research: Comparing health-and non-health-related contexts. *International Journal of Communication*, 11, 4865-4885.

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**2 M 1/15 No Class: Martin Luther King Day**

**W 1/17 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.

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**3 M 1/22 Narrative Structure & Narrative Comprehension**

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.

Wyer, R. S., Adaval, R., & Colcombe, S. J. (2002). Narrative-based representations of social knowledge: Their construction and use in comprehension, memory, and judgment. *Advances in Experimental Social Psychology*, 34, 131-197.

**W 1/24 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.

\*Marsh, E. J., Cantor, A. D., & Brashier, N. M. (2016). Believing that humans swallow spiders in their sleep: False beliefs as side effects of the processes that support accurate knowledge. *Psychology of Learning and Motivation*, *64*, 93-132 .

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#### **4 M 1/29 Narrative Causality**

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.

#### **W 1/31 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.

Hamby, A., Brinberg, D., & Jaccard, J. (2016, August 26). A conceptual framework of narrative persuasion. *Journal of Media Psychology*. Advance online publication. <http://dx.doi.org/10.1027/1864-1105/a000187>

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#### **5 M 2/5 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.

#### **W 2/7 PAPER: Preliminary topic idea(s) due today; Small Group & Class Discussions**

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**6 M 2/12 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.

**W 2/14 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.

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**7 M 2/19 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

**W 2/21 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.

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**8 M 2/26 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.

\*Moyer-Gusé, E., & Nabi, R. L. (2010). Explaining the effects of narrative in an entertainment television program: Overcoming resistance to persuasion. *Human Communication Research, 36*, 26-52.

**W 2/28 Narrative & 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*.

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**9 M 3/5 Individual final paper meetings (schedule a time slot)**

**W 3/7 Individual final paper meetings (schedule a time slot)**

**M 3/12**  
Spring Break  
**W 3/14**

**10 M 3/19 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.

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**W 3/21      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.

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**11      M 3/26      Narrative-Based Learning**

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.

\*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

**W 3/28      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.

Linebarger, D. L., & Piotrowski, J. T. (2009). TV as a storyteller: How exposure to television narratives impacts at-risk preschoolers' story knowledge and narrative skills. *British Journal of Developmental Psychology, 27*, 47-69.

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**12**    **M 4/2**            **Research Paper Roundtable**            **Final Paper Outlines due today**  
**W 4/4**            **Narrative-Based Advertising**

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.

\*Eunjin, K., Ratneshwar, S., & Thorson, E. (2017). Why narrative ads work: An integrated process explanation. *Journal of Advertising*, 46, 283-296.

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**13**    **M 4/9**            **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*.

**W 4/11**            **Looking back, looking forward**

Readings TBD

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**14**    **M 4/16**            **Student Presentations**

**W 4/18**            **Student Presentations**

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**15**    **M 4/23**            **Student Presentations**

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\* Optional (not required) reading.