

COMMUNICATION 5230: APPLIED COMMUNICATION

(6:15–8:45 p.m., Wednesday, Spring 2019, Hellems 77)

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Introduction

Whether it occurs face-to-face or via mediated technologies at the interpersonal, group, organizational, institutional, (inter)cultural/societal, or international/global level, communication has tremendous potential to affect people (both in positive and negative ways). *Applied communication research* (ACR) is the study of whether and how communication makes such an impact.

More specifically, this course explores how scholars study practices, processes, and products that are associated with them and others (e.g., practitioners and laypeople) employing communication concepts, principles, theories, methods, interventions/facilitations, pedagogies, and other practices to address important problems, issues, and/or concerns that confront individuals, dyads, groups, organizations, institutions, societies, and the world, and, thereby, hopefully, improve people's individual and collective lives. These course goals are accomplished by (a) discussing ACR principles and practices, (b) reading (exemplary) ACR studies, and (c) completing written and oral ACR assignments.

Course Website

The Canvas course website contains the syllabus, all of the required readings listed below, and virtually all of the additional journal articles cited in the appendix; if needed, readings will be added as the semester progresses.

Course Schedule

January 16 Introduction to the Course

January 23 Introduction to Applied Communication Research

A. Readings: Conceptual Essays

Cissna, K. N. (1982). Editor's note: What is applied communication? *Journal of Applied Communication Research*, 10, iii–v. doi:10.1080/00909888209365216

Cissna, K. N., Eadie, W. F., & Hickson, M., III. (2009). The development of applied communication research. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of*

applied communication research (pp. 3–25). New York, NY: Routledge. [Recipient of 2010 National Communication Association (NCA) Applied Communication Division (ACD) Edited Scholarly Book Award (ESBA)]

- Frey, L. R., & SunWolf. (2009). Across applied divides: Great debates of applied communication scholarship. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 26–54). New York, NY: Routledge.
- O’Hair, D. (Ed). (2000). Defining applied communication scholarship [Special section]. *Journal of Applied Communication Research*, 28, 164–191. Contains the following articles:
- O’Hair, D. Editor’s introduction to the forum on defining applied communication scholarship. 164–165. doi:10.1080/00909880009365561
- Keyton, J. Applied communication research should be practical. 166–168. doi:10.1080/00909880009365562
- Cissna, K. N. Applied communication research in the 21st century. 169–173. doi:10.1080/00909880009365563
- Eadie, W. F. Changing boundaries, changing expectations, changing results. 164–165. doi:10.1080/00909880009365564
- Frey, L. R. To be applied or not to be applied, that isn’t even the question; but wherefore art thou, applied communication researcher? Reclaiming applied communication research and redefining the role of the researcher. 178–182. doi:10.1080/00909880009365565
- Seibold, D. R. Applied communication scholarship: Less a matter of boundaries than of emphases. 183–187. doi:10.1080/00909880009365566
- Wood, J. T. Applied communication research: Unbounded and for good reason. 188–191. doi:10.1080/00909880009365567
- Seibold, D. R. (2008). Applied communication research. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 1., pp. 189–194). Malden, MA: Wiley-Blackwell.

B. Assignments: Come prepared to discuss:

1. Your view/definition of ACR and how, if at all, it differs from “nonapplied” communication research (or whatever term you would use to describe that research).
2. Frey and SunWolf’s (2009) observational–intervention ACR divide, including your position on it (currently and, potentially, in the future).
3. The problem, issue, and/or concern (hereafter, problem) that you will focus on in this course for relevant assignments. Find at least one source (scholarly or popular) that documents the scope/significance of that problem, and start thinking about how that problem could be addressed from a *communication* perspective.

January 30 Theory in Applied Communication Research

A. Readings

1. Conceptual Essays

- Barge, J. K., & Craig, R. T. (2009). Practical theory in applied communication scholarship. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 55–78). New York, NY: Routledge.
- Berger, C. (2011). From explanation to application. *Journal of Applied Communication Research*, 39, 214–222. doi:10.1080/00909882.2011.556141
- Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory*, 19, 146–160. doi:10.1111/j.1468-2885.2009.01339.x
- Seibold, D. R. (1995). *Theoria and praxis: Means and ends in applied communication research*. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 23–38). Mahwah, NJ: Lawrence Erlbaum.

2. Research Study

- Villanueva, G., Gonzalez, G., Son, M., Moreno, E., Liu, W., & Ball-Rokeach, S. (2017). Bringing local voices into community revitalization: Engaged communication research in urban planning. *Journal of Applied Communication Research*, 45, 474–494. doi:10.1080/00909882.2017.1382711 (Vincent Russell)

3. Theory-driven Research Program Overview

- Hecht, M., & Miller-Day, M. (2010). “Applied” aspects of the drug resistance strategies project. *Journal of Applied Communication Research*, 38, 215–229. doi:10.1080/00909882.2010.490848 (Recipient of 2011 NCA ACD William F. Eadie Distinguished Article Award; EDAA)

B. Assignments: Come prepared to discuss:

1. Your definition/view of “theory.”
2. Issues raised in the conceptual essays, and your position, about the role of theory in ACR.
3. The research study assigned to Vincent, who will report on (7–10 minutes) and facilitate a discussion about it (10 minutes). In addition to explaining the applied communication study and providing no more than a one-page handout about it (use 1-inch margins on all sides of the page and 12-point Times New Roman font), in line with the purpose of this class session, the report should focus on how theory guided and/or emerged from

the study, and pose some questions to facilitate a discussion regarding the role of theory in this ACR study and in ACR, more generally.

4. A testable applied communication proposition (e.g., hypothesis) about the problem that you are studying, as deduced from a (communication) theory of your choice.

February 6 Observational Applied Communication Research

A. Readings: Research Studies

- Adelman, M. B., & Frey, L. R. (1994). The pilgrim must embark: Creating and sustaining community in a residential facility for people with AIDS. In L. R. Frey (Ed.), *Group communication in context: Studies of natural groups* (pp. 3–22). Hillsdale, NJ: Lawrence Erlbaum. (Recipient of 1994 NCA ACD Distinguished Book Award and 1995 Gerald R. Miller Book Award, NCA Interpersonal and Small Group Interaction Division)
- Frey, L. R., Adelman, M. B., Flint, L. J., & Query, J. L., Jr. (2000). Weaving meanings together in an AIDS residence: Communicative practices, perceived health outcomes, and the symbolic construction of community. *Journal of Health Communication, 5*, 53–72. doi:10.1080/108107300126759
- Russell, L. D. (2013). Reconstructing the “work ethic” through medicalized discourse on workaholicism. *Journal of Applied Communication Research, 41*, 275–292. doi:10.1080/00909882.2013.825046 (Boushra Batlouni)

B. Assignments: Come prepared to discuss:

1. Potential strengths and limitations of observational ACR.
2. The research study assigned to Boushra, who will report on (7–10 minutes) and facilitate a discussion (10 minutes) about it. In addition to explaining the study and providing no more than a one-page handout about it, in line with the purpose of this class session, the report should focus on the observational (and recommendation) nature of this study, and pose some questions that facilitate a class discussion about observational (and recommendation) ACR, with regard to this study and more generally.
3. A proposed way to conduct observational ACR about the problem that you are studying, and a hypothetical recommendation(s) that might emerge from that research.

February 13 Engaged Scholarship I: Making a Difference via Translating/Disseminating Applied Communication Research

A. Readings: Conceptual Essays

- Putnam, L. L., & Dempsey, S. E. (2015). The five faces of engaged scholarship: Implications for feminist research. *Women & Language, 38*(1), 11–21.

- Cheney, G., Wilhelmsson, M., & Zorn, T. E., Jr. (2002). 10 strategies for engaged scholarship. *Management Communication Quarterly*, *16*, 92–100.
doi:10.1177/0893318902161006
- Pezzullo, P. (2010). Tripping over boundary-stones: Reflections on engaged scholarship. *Quarterly Journal of Speech*, *96*, 450–454. doi:10.1080/0035630.2010.521182
- Eschenfelder, B. (2011). Lessons about engaged communication scholarship: I heard it through the grapevine. *Florida Communication Journal*, *34*, 37–54.
- Hawkins, S. A., Halpern, D. F., & Tan, S. J. (2007). Beyond university walls: Communicating and disseminating science outside of the academy. In M. K. Welch-Ross & L. G. Fasig (Eds.), *Handbook on communicating and disseminating behavioral science* (pp. 111–127). Thousand Oaks, CA: Sage.
- Petronio, S. (1999). “Translating scholarship into practice”: An alternative metaphor. *Journal of Applied Communication Research*, *27*, 87–91.
doi:10.1080/00909889909365527
- Miller-Day, M. (2008). Translational performances: Toward relevant, engaging, and empowering social science. *Forum: Qualitative Social Research*, *9*(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/index>

B. Assignments: Come prepared to discuss:

1. Issues raised in the readings about engaged communication scholarship (the first four essays) and about translating/disseminating ACR (the last three essays).
2. Read and compare Harris’s (2018) journal article with its translational version in *Communication Currents* (n.d.; <https://www.natcom.org/communication-currents>), NCA’s online resource that “explains scholarly information in straightforward language geared for broad audiences, including communication experts working with laypeople, instructors and students, the press, and other interested members of the public” (para. 1).

Harris, K. L. (2018). Yes means yes and no means no, but both these mantras need to go: communication myths in consent education and anti-rape activism. *Journal of Applied Communication Research*, *46*, 155–178.
doi:10.1080/00909882.2018.1435900

Yes means yes, but . . . : Why consent education isn’t straightforward. (2018, March 5). *Communication Currents*. Retrieved from <https://www.natcom.org/communication-currents/yes-means-yes-%E2%80%A6-why-consent-education-isn%E2%80%99t-straightforward>

3. Based on research that you conducted (e.g., hypothetically, over a longitudinal time period) about the problem that you are studying, translational products (other than an Op-Ed) that you could create and disseminate to practitioner and/or lay audiences.
4. The Op-Ed writing assignment.

A. Readings

1. Conceptual Essays

- Smarandache, F., & Vlăduțescu, Ș. (2014). Towards a practical communication intervention. *Revista de Cercetare si Interventie Sociala [Review of Research and Social Intervention]*, 46(September), 243–254. Retrieved from <http://www.rcis.ro>
- Yep, G. A. (2008). The dialectics of intervention: Toward a reconceptualization of the theory/activism divide in communication scholarship and beyond. In O. Swartz (Ed.), *Transformative communication studies: Culture, hierarchy and the human condition* (pp. 191–207). Leicester, United Kingdom: Troubador.
- Frey, L. R., Pearce, W. B., Pollock, M. A., Artz, L., & Murphy, B. A. O. (1996). Looking for justice in all the wrong places: On a communication approach to social justice. *Communication Studies*, 47, 110–127.
doi:10.1080/10510979609368467 (Recipient of 1998 EDAA)
- Frey, L. R. (2009a). Social justice. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of communication theory* (Vol. 2, pp. 908–911). Thousand Oaks, CA: Sage.
- Frey, L. R. (2009b). What a difference more difference-making communication scholarship might make: Making a difference from and through communication research. *Journal of Applied Communication Research*, 37, 205–214.
doi:10.1080/00909880902792321
- Frey, L. R., & Blinne, K. (2017). Activism and social justice. In M. Allen (Ed.), *Sage encyclopedia of communication research methods* (Vol. 1, pp. 12–15). Thousand Oaks, CA: Sage.

2. Research Studies

- Conquergood, D. (1988). Health theatre in a Hmong refugee camp: Performance, communication, and culture. *TDR*, 32, 174–208. doi:10.2307/1145914 (Chelsea Magyar)
- Banerjee, S. C., & Greene, K. (2007). Antismoking initiatives: Effects of analysis versus production media literacy interventions on smoking-related attitude, norm, and behavioral intention. *Health Communication*, 22, 37–48.
doi:10.1080/10410230701310281 (Recipient of 2009 EDAA)
- Connaughton, S. L., Linabary, J. R., Krishna, A., Kuang, K., Anaele, A., Vibber, K. S., . . . Jones, C. (2017). Explicating the relationally attentive approach to conducting engaged communication scholarship. *Journal of Applied Communication Research*, 45, 517–536. doi:10.1080/00909882.2017.1382707
- Matsaganis, M. D., & Golden, A. G. (2015). Interventions to address reproductive health disparities among African-American women in a small urban community: The communication construction of a “field of

health action." *Journal of Applied Communication Research*, 43, 163–184.
doi:10.1080/00909882.2015.1019546

Tully, M. (2014). Conflict resolution and reconciliation through recognition: Assessing an integrated peace media strategy in Kenya. *Journal of Applied Communication Research*, 42, 41–59. doi:10.1080/00909882.2013.8616044

B. Assignments: Come prepared to discuss:

1. Issues raised in the conceptual essays about intervention ACR, in general, and social justice communication research interventions, in particular.
2. Differences between researchers observing others' interventions (Matsaganis & Golden, 2015; Tully, 2014) and researchers intervening, and differences between researchers' social justice interventions (Conquergood, 1988; Connaughton et al., 2017) and other interventions (Banerjee & Greene, 2007)
3. The research study assigned to Chelsea, who will report on (7–10 minutes) and facilitate a discussion about it (10 minutes). In addition to explaining the study and providing no more than a one-page handout about it, in line with the purpose of this class session, the report should focus on Conquergood's social justice interventions, and pose some questions to facilitate a discussion of his interventions and in ACR, more generally.
4. A hypothetical (but realistic) intervention that you could design and study to address the problem that you are investigating.
5. Whether you would categorize the problem that you are studying as a "social justice" problem, and, regardless of that categorization, a communication and social justice study that you could conduct regarding that problem.

February 27 Communication Activism for Social Justice Research and Teaching: A Conversation with Dr. Stephen Hartnett (University of Colorado Denver) and Dr. David Palmer (University of Northern Colorado)

A. Readings

1. Hartnett Readings

Hartnett, S. (1998). Lincoln and Douglas meet the abolitionist David Walker as prisoners debate slavery: Empowering education, applied communication, and social justice. *Journal of Applied Communication Research*, 26, 232–253.
doi:10.1080/00909889809365503 (Special issue in which article appeared recipient of 1999 NCA ACD Special Recognition Award)

Hartnett, S. J. (2010). Communication, social justice, and joyful commitment. *Western Journal of Communication*, 74, 63–93. doi:10.1080/10570310903463778

Hartnett, S. J. (2013). To “dance with lost souls”: Liu Xiaobo, *Charter 08*, and the contested rhetorics of democracy and human rights in China. *Rhetoric & Public Affairs*, 16, 223–274. doi:10.14321/rhetpublaffa.16.2.0223

Hartnett, S. J. (Ed.). (2018). *Captured Words/Free Thoughts*, 15.

2. Palmer Readings

Frey, L. R., & Palmer, D. L. (2017). Communication activism pedagogy and research: Communication education scholarship to promote social justice. *Communication Education*, 66, 362–367. doi:10.1080.03634532.2017.1290812

Palmer, D. L. (2007). Facilitating consensus in an antiglobalization affinity group. In L. R. Frey & K. M. Carragee (Eds.), *Communication activism: Vol. 1. Communication for social change* (pp. 325–353). Cresskill, NJ: Hampton Press.

Palmer, D. L. (2014). Communication education as vocational training and the marginalization of activist pedagogies. In L. R. Frey & D. L. Palmer (Eds.), *Teaching communication activism: Communication education for social justice* (pp. 45–76). New York, NY: Hampton Press.

3. Other Readings

Carragee, K. M., & Frey, L. R. (2012). Introduction: Communication activism for social justice scholarship. In L. R. Frey & K. M. Carragee (Eds.), *Communication activism: Vol. 3. Struggling for social justice amidst difference* (pp. 1–68). New York, NY: Hampton Press.

Flores, L. A. (2013). Striving for social justice—The excellence of inclusion in education. *Western Journal of Communication*, 77, 645–650. doi:10.1080/10570314.2013.823514

B. Assignments: Come prepared to:

1. Discuss issues related to communication and social justice scholarship, in general, and communication activism for social justice scholarship, in particular.
2. Prepare 2–3 questions to ask Dr. Hartnett and Dr. Palmer about their communication and social justice scholarship, in general, and the assigned essays, in particular.

March 6 Discussion of Op-Eds

March 20 Applied Communication Research Ethics, Institutional Review Boards, and Funding/Fundraising (Guest: Ms. Tracy Christeson, Boulder Jewish Community Center)

A. Readings

Seeger, M. W., Sellnow, T. L., Ulmer, R. R., & Novak, J. M. (2009). Applied communication ethics: A summary and critique of the research literature. In L. R. Frey

- & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 280–306). New York, NY: Routledge.
- Cheney, G. (2008). Encountering the ethics of engaged scholarship. *Journal of Applied Communication Research*, 36, 281–288. doi:10.1080/00909880802172293
- Adelman, M. B., & Frey, L. R. (2001). Untold tales from the field: Living the autoethnographic life in an AIDS residence. In S. L. Herndon & G. L. Kreps (Eds.), *Qualitative research: Applications in organizational life* (2nd ed., pp. 205–226). Cresskill, NJ: Hampton Press.
- Koerner, A. F. (2005). Communication scholars' communication and relationship with their IRBs. *Journal of Applied Communication Research*, 33, 231–241. doi:10.1080/00909880500149395
- Snyder, L., & Le Poire, B. A. (2002). Writing your first successful grant application to conduct communication research. *Journal of Applied Communication Research*, 30, 321–333. doi:10.1080/00909880216596
- Harrington, N. G. (2002). Funded research in communication: A chairperson's perspective. *Journal of Applied Communication Research*, 30, 393–401. doi:10.1080/00909880216593

B. Assignments: Come prepared to discuss:

1. Issues raised in the readings about ACR ethics (in the first three essays) and about funding (in the last three essays).
2. Questions that you would have liked answered about ethical issues in ACR studies read for this course, especially the one about which you facilitated (or will facilitate) a discussion.
3. Potential ethical issues in your proposed ACR study for this course.
4. Potential funding sources for your proposed ACR study.

March 27 No Class (Spring Break)

April 3 Comprehensive Examination Oral Defense (PhD Students)
 Qualitative Applied Communication Research Methods

A. Readings

1. Conceptual (listed in the order that methods will be discussed in class)

Ellingson, L. (2009). Ethnography in applied communication research. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication* (pp. 129–152). New York, NY: Routledge.

Berry, K., & Patti, C. J. (2015). Lost in narration: Applying autoethnography. *Journal of Applied Communication Research*, 43, 263–268. doi:10.1080/00909882.2015.1019548

- Goodall, H. L., Jr. (2002). Narrative ethnography as applied communication research. *Journal of Applied Communication Research*, 32, 185–194. doi:10.1080/0090988042000240130
- Condit, C., & Bates, B. R. (2009). Rhetorical methods of applied communication scholarship. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 106–128). New York, NY: Routledge.
- Tracy, K., & Mirivel, J. (2009). Discourse analysis: The practice and practical value of taping, transcribing, and analyzing. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication* (pp. 153–177). New York, NY: Routledge.

2. Research Studies (listed in corresponding order to the conceptual readings)

- Zoller, H. M. (2012). Communicating health: Political risk narratives in an environmental health campaign. *Journal of Applied Communication Research*, 40, 20–43. doi:10.1080/00909882.2011.634816 (Ethnography; Audra Barber)
- French, S. L. (2003). Reflections on healing: Framing strategies utilized by acquaintance rape survivors. *Journal of Applied Communication Research*, 31, 298–319. doi:10.1080/1369681032000132573 (Interviews; Emily Loker)
- Kramer, M. W. (2018). Managing multiple group roles: An autoethnography of communication and perceived role incompatibility. *Journal of Applied Communication Research*, 46, 74–92. doi:10.1080/00909882.2017.1409905 (Autoethnography)
- Gómez, N., & Aden, R. C. (2017). “I stared at him in defiance”: Hollaback! Movement and the enactment of reflexive, resilient countervisuality. *Journal of Applied Communication Research*, 45, 160–178. doi:10.1080/00909882.2017.1288294 (Rhetorical criticism)
- de Onís, C. M. (2018). Fueling and delinking from energy coloniality in Puerto Rico. *Journal of Applied Communication Research*, 46, 535–560. doi:10.1080/00909882.2018.1529418 (Rhetorical fieldwork)
- Franchi, V. (2003). The racialization of affirmative action in organizational discourses: A case study of symbolic racism in post-apartheid South Africa. *International Journal of Intercultural Relations*, 27, 157–187. doi:10.1016/S0147-1767(02)00091-3 (Discourse analysis; Michelle Brown)

B. Assignments: Come prepared to discuss:

1. Qualitative methods explicated in the conceptual essays and employed in the ACR studies.
2. Potential strengths and limitations of using qualitative methods in ACR.
3. The research studies assigned to Audra, Emily, and Michelle, who will report on (7–10 minutes) and facilitate a discussion (10 minutes) about the study. In addition to explaining the study and providing no more than a one-page handout about it, in line with the purpose of this class session, the report should focus on the qualitative

method(s) employed in the study and pose some questions that facilitate a discussion of that method(s) in the study and in applied communication research, more generally.

4. A qualitative method(s) that could be used in your proposed ACR study and useful data that it might produce.

April 10 Qualitative Applied Communication Research Methods (Continued)

April 17 Quantitative Applied Communication Research Methods

A. Readings

1. Conceptual Essays

- Frey, L. R., O’Hair, D., & Kreps, G. L. (1990). Applied communication methodology. In D. O’Hair & G. L. Kreps (Eds.), *Applied communication theory and research* (pp. 23–56). Hillsdale, NJ: Lawrence Erlbaum.
- Query, J. L., Jr., Wright, K. B., Amason, P., Eichhorn, K. C., Weathers, M. R., Haun, . . . Padrami, V. (2009). Using quantitative methods to conduct applied communication research. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 81–105). New York, NY: Routledge.

2. Research Studies

- Barbour, J. B., Doshi, M. J., & Hernandez, L. H. (2016). Telling global health stories: Narrative message design for issues management. *Communication Research, 43*, 810–843. doi:10.1188/0093650215579224 (Experiment; Recipient of 2018 EDAA)
- Kromka, S. M., & Goodboy, A. K. (2019). Classroom storytelling: Using instructor narratives to increase student recall, affect, and attention. *Communication Education, 68*, 20–43. doi:10.1080/03634523.2018.1529330 (Quasi-experiment; Sara Stapleton)
- Li, Y., & Samp, J. A. (2019): Predictors and outcomes of initial coming out messages: testing the theory of coming out message production. *Journal of Applied Communication Research*. Advance online publication. doi:10.1080/00909882.2019.1566631 (Survey)
- Zhang, Y., Jin, Y., Stewart, S., & Porter, J. (2016). Framing responsibility for depression: How U.S. news media attribute causal and problem-solving responsibilities when covering a public health problem. *Journal of Applied Communication Research, 44*, 118–135. doi:10.1080/00909882.2016.1155728 (Content Analysis)
- Lehmann-Willenbrock, N., Allen, J. A., & Kauffeld, S. (2013). A sequential analysis of procedural meeting communication: How teams facilitate their meetings. *Journal of Applied Communication Research, 41*, 365–388. doi:10.1080/00909882.2013.844847 (Interaction Analysis)

B. Assignments: Come prepared to discuss:

1. Quantitative methods explicated in the conceptual essays and employed in the ACR studies.
2. Potential strengths and limitations of using quantitative methods in ACR.
3. The research study assigned to Sara who will report on (7–10 minutes) and facilitate a discussion (10 minutes) about the study. In addition to explaining the study and providing no more than a one-page handout about it, in line with the purpose of this class session, the report should focus on the quantitative method employed in the study, and pose some questions to facilitate a discussion of that method in the study and its use in ACR, more generally.
4. A quantitative research method(s) that could be used in your proposed ACR study and useful data that it might produce, as well as qualitative and quantitative methods that could be used together in that study, and useful data that might be produced

April 24 Writing Up Applied Communication Research

A. Readings

- Keyton, J. (2005). Letter from the editor. *Journal of Applied Communication Research*, 33, 285–293. doi:10.1080/00909880500278145
- Goodall, H. L., Jr. (2004). Narrative ethnography as applied communication research. *Journal of Applied Communication Research*, 32, 185–194. doi:10.1080/0090988042000240130

B. Assignment: Come prepared to talk about writing the ACR prospectus.

May 1 Applied Communication Research Prospectus Presentations

BA–MA Coursework

A. Papers

1. Description/Explanation of Problem/Issue/Concern and Justification of Study (12.5% of course grade; due February 6): Choose a real-world problem/issue/concern (hereafter, problem) to examine and write a paper of no more than 1,000 words that describes it, documents its scope/significance, and explains and justifies briefly your study of it as ACR. Essentially, this paper constitutes the introduction to the ACR prospectus (minus an overview of how the prospectus is structured).
2. Op-Ed (15%; paper due February 20; oral discussion, March 6): Write an Op-Ed (**O**pposite the **E**ditorial page; approximately 500–700 words; check specific newspaper requirements) about the problem that you are studying for this course that incorporates at least one (if possible/available, communication) research study/finding, and submit

the Op-Ed to a U.S. newspaper before this class session (and copy me on that email submission).

3. Select one of the following assignments (17.5%; due March 20):
- A) Applied Communication Field Experience: Contract a local group or organization that is confronting the problem that you are studying for the course and (a) become a volunteer with that organization (at least go through any volunteer training) and/or (b) observe the organization (to the extent possible) and interview a couple of its members. Write a paper that examines communication strategies/practices employed by that group or organization, and whether and how research informed those strategies/practices explicitly (or, if research was not used explicitly, how it could have been used and whether the strategies/practices were in line with research findings).
 - B) Applied Communication Book Review: Choose a recent book that is relevant to applied communication scholarship (you must get my permission regarding its relevance) and write a review that could, and, hopefully, will be published in a communication journal.
 - C) NCA Applied Communication Division or Activism and Social Justice Division Panel: Construct a panel, complete the paperwork, and submit it (deadline is March 27) to one of these NCA divisions for consideration. Write a paper that describes, explains, and justifies that panel that appears.
 - D) Applied Communication Commentary: Write and submit to *Communication Currents* a rapid-response commentary that “provide[s] NCA members, teachers, students, and service communities with short information briefs intended to help make sense of unfolding public events while also advancing both our core values and our public profile as an organization” (see <https://www.natcom.org/communication-currents/current-commentary>).
4. Applied Communication Research Prospectus (35%; 30% written, 5% oral; paper due May 1; oral presentations, May 1): Propose a research study about the problem that you are studying that includes an introduction, review of literature, research questions/hypotheses/foci, methods, relevant ethical issues, conclusion, and references.
- B. Participation (20%): The course demands a substantial amount of class participation. You will, for example, report on and facilitate a discussion about an ACR study. Participation also includes contributing to class discussions by offering your opinions and asking questions. Participation does not mean that you should talk for the sake of talking; it means being an active contributor. Of course, you cannot participate if you do not attend class sessions, so please try not to miss any classes; however, because unexpected events occur, everyone is entitled to one absence without any penalty.

PhD Coursework

A. Papers

1. Description/Explanation of Problem/Issue/Concern and Justification of Study (15% of course grade; due February 6)
2. Op-Ed (15%; paper due February 20; oral discussion, March 6)
3. Applied Communication Comprehensive Examination (20%; 15% written, 5% oral): On Friday, March 22 (at 1:00 pm), you will be sent a comprehensive examination question about ACR and must email me the answer by Saturday, March 23 at 11:59 pm. You will defend your written answer orally on April 3.
4. Applied Communication Research Prospectus (35%; 30% written, 5% oral; paper due May 1; oral presentations, May 1)

B. Participation (15%)

Note: All written work for this course, including source citations, should follow the American Psychological Association guidelines: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

University of Colorado Boulder Notes (Arranged alphabetically)

- A. Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit to me in a timely manner your accommodation letter from Disability Services, so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at (303) 492-8671 or dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions (<https://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>) under the Students tab on the Disability Services website.
- B. Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with (in alphabetical order) age, color, creed, disability, gender identity, gender expression, national origin, political affiliation or philosophy, pregnancy, race, religion, sex, sexual orientation, and veteran status. Course rosters are provided to me with the student's legal name. I gladly will honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior

(<https://www.colorado.edu/policies/student-classroom-and-course-related-behavior>) and the Student Code of Conduct (<https://www.colorado.edu/osccr>).

- C. Honor Code: All students enrolled in a CU-Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code, as well as academic sanctions from me. (For additional information regarding the Honor Code, see <https://www.colorado.edu/osccr/honor-code>).
- D. Religious Holidays: Campus policy regarding religious observances requires that faculty members make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, and/or required attendance. In this course, I will make every effort to accommodate students who have such conflicts with scheduled assignments and/or attending class sessions, provided students inform me well in advance of the scheduled conflict. If an assignment is due on a religious holiday, it can be due on another day. Class sessions missed to observe religious holidays will not be counted as absences with regard to the participation grade, as long as I am informed about that absence ahead of time. For full details, see the campus policy regarding religious observances (<https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>).
- E. Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation: CU-Boulder is committed to fostering a positive and welcoming learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe that they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at (303) 492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting (https://cuboulder.qualtrics.com/SE/?SID=SV_0PnqVK4kkIJZnf&Q_JFE=0&Q_SE=MF Bu) and campus resources can be found at the OIEC website (<https://www.colorado.edu/institutionalequity>).

COMM 5230 Appendix: Other Readings about Applied Communication Scholarship

Books

1. Applied Communication

- Boyle, M. P., & Schmierbach, M. (2015). *Applied communication research methods: Getting started as a researcher*. New York, NY: Routledge.
- Buddenbaum, J. M., & Novak, K. B. (2001). *Applied communication research*. Ames: Iowa State University Press.
- Buzzanell, P. M., Sterk, H., & Turner, L. H. (Eds.). (2004). *Gender in applied communication contexts*. Thousand Oaks, CA: Sage.
- Cissna, K. N. (Ed.). (1995). *Applied communication in the 21st century*. Mahwah, NJ: Lawrence Erlbaum.
- Coombs, W. T. (2014). *Applied crisis communication and crisis management: Cases and exercises*. Thousand Oaks, CA: Sage.
- Cragan, J. F., & Shields, D. C. (1981). *Applied communication research: A dramatic approach*. Prospect Heights, IL: Waveland Press.
- Cragan, J. F., & Shields, D. C. (1995). *Symbolic theories in applied communication research: Bormann, Burke, and Fisher*. Cresskill, NJ: Hampton Press.
- Dailey, R. M., & Le Poire, B. (Eds.). (2006). *Applied interpersonal communication matters: Family, health, and community relations*. New York, NY: Peter Lang.
- Dainton, M., & Zelle, E. (2011). *Applying communication theory for professional life: A practical introduction* (2nd ed.). Thousand Oaks, CA: Sage.
- Fine, E. C., & Schwandt, B. (2008). *Applied communication in organizational and international contexts*. St. Ingbert, Germany: Röhrig Universitätsverlag.
- Fritsvold, E. D., & Bowman, J. M. (Eds.). (2016). *Incarcerated interactions: A theory-driven analysis of applied prison communication*. New York, NY: Peter Lang.
- Frey, L. R., & Cissna, K. N. (Eds.). (2009). *Routledge handbook of applied communication research*. New York, NY: Routledge.
- Fuglesang, A. (1973). *Applied communication in developing countries: Ideas and observations*. Uppsala, Finland: Dag Hammarskjöld Foundation.
- Harris, T. E., & Nelson, M. D. (2019). *Applied organizational communication: Theory and practice in a global environment* (4th ed.). New York, NY: Routledge.
- Howard, C. J., & Tracz, R. F. (1990). *Contact, a textbook in applied communications* (4th ed.). Englewood Cliff, NJ: Prentice-Hall.
- Motley, M. T. (Ed.). (2008). *Studies in applied interpersonal communication*. Thousand Oaks, CA: Sage.
- Napoli, P. M., & Aslama, M. (Eds.). (2011). *Communications research in action: Collaborations for a democratic public sphere*. New York, NY: Fordham University Press.
- O'Hair, D., & Kreps, G. L. (Eds.). (1990). *Applied communication theory and research*. Hillsdale, NJ: Lawrence Erlbaum.
- Pagano, M. P. (2015). *Communication case studies for health care professionals: An applied approach* (2nd ed.). New York, NY: Springer.
- Pagano, M. P. (2017). *Health communication for health care professionals: An applied approach*. New York, NY: Springer.

- Petty, G. R., Bracken, C. C., & Pask, E. B. (2015). *Communication research methodology: A strategic communication approach to applied research methods*. New York, NY: Routledge.
- Rată, G., Clitan, G., & Runcan, P.-L. (2013). *Applied social sciences: Communication studies*. Newcastle upon Tyne, United Kingdom: Cambridge Scholars.
- Rosenberry, J., & Vicker, L. A. (2017). *Applied mass communication theory: A guide for media practitioners* (2nd ed.). New York, NY: Routledge.
- Schill, D., Kirk, R., & Jaspersen, A. E. (Eds.). (2016). *Political communication in real time: Theoretical and applied research approaches*. New York, NY: Routledge.
- Scott, J.-A. (2018). *Embodied performance as applied research, art and pedagogy*. New York, NY: Pelgrave MacMillan.
- Tandon, R. (1989). *Applied humanities: Integrated curricular structures for developmental communication*. New Delhi, India: Sterling.
- Tortoriello, T. R., Blatt, S. J., & DeWine, S. (1978). *Communication in the organization: An applied approach*. New York, NY: McGraw-Hill.
- Willig, C. (Ed.). (1999). *Applied discourse analysis: Social and psychological interventions*. Philadelphia, PA: Open University Press.
- Wright, K. B., & Moore, S. D. (Eds.). (2008). *Applied health communication*. Mahwah, NJ: Lawrence Erlbaum.
2. Social Justice/Communication Activism
- Atkinson, J. D. (2017). *Journey into social activism: Qualitative approaches*. New York, NY: Fordham University Press.
- Barassi, V. (2015). *Activism on the web: struggles against digital capitalism*. New York, NY: Routledge.
- Broad, G. M. (2016). *More than just food: Food justice and community change*. Berkeley: University of California Press.
- DeLaure, M., & Fink, M. (Eds.). (2017). *Culture jamming: Activism and the art of cultural resistance*. New York: New York University Press.
- Del Gandio, J. (2008). *Rhetoric for radicals: A handbook for 21st century activists*. Gabriola Island, British Columbia, Canada: New Society.
- Del Gandio, J., & Nocella, A. J., II. (2014). *Educating for action: Strategies to ignite social justice*. Gabriola Island, British Columbia, Canada: New Society.
- de Jong, W., Shaw, M., & Stammers, N. (Eds.). (2005). *Global activism, global media*. Ann Arbor, MI: Pluto Press.
- Frey, L. R., & Carragee, K. M. (Eds.). (2007a). *Communication activism: Vol. 1. Communication for social change*. Cresskill, NJ: Hampton Press.
- Frey, L. R., & Carragee, K. M. (Eds.). (2007b). *Communication activism: Vol. 2. Media and performance activism*. Cresskill, NJ: Hampton Press.
- Frey, L. R., & Carragee, K. M. (Eds.). (2012). *Communication activism: Vol. 3. Struggling for social justice amidst difference*. New York, NY: Hampton Press.
- Frey, L. R., & Palmer, D. L. (Eds.). (2014). *Teaching communication activism: Communication education for social justice*. New York, NY: Hampton Press.
- Gerbaudo, P. (2012). *Tweets and the streets: Social media and contemporary activism*. London, United Kingdom: Pluto Press.

- Hartnett, S. J. (Ed.). (2011). *Challenging the prison-industrial complex: Activism, arts, and educational alternatives*. Urbana: University of Illinois Press.
- Hartnett, S. J., Novek, E., & Wood, J. K. (Eds.). (2013). *Working for justice: A handbook of prison education and activism*. Urbana: University of Illinois Press.
- Heath, R. G., Fletcher, C. V., & Munoz, R. (Eds.). (2013). *Understanding Occupy from Wall Street to Portland: Applied studies in communication theory*. Lanham, MD: Lexington Books.
- Kahn, S., & Lee, J. (Eds.). (2011). *Activism and rhetoric: Theories and contexts for political engagement*. New York, NY: Routledge.
- Lopez, L. K. (2016). *Asian American media activism: Fighting for cultural citizenship*. New York: New York University Press.
- Meikle, G. (2002). *Future active: Media activism and the Internet*. New York, NY: Routledge.
- Meikle, G. (Ed.). (2018). *The Routledge companion to media and activism*. New York, NY: Routledge.
- Mendes, K. (2015). *Slutwalk: Feminism, activism and media*. New York, NY: Pelgrave Macmillan.
- Moscowitz, L. (2013). *Battle over marriage: Gay rights activism through the media*. Urbana: University of Illinois Press.
- Pickard, V., & Yang, G. (2018). *Media activism in the digital age*. New York, NY: Routledge.
- Rand, E. J. (2014). *Reclaiming queer: Activist and academic rhetorics of resistance*. Tuscaloosa: University of Alabama Press.
- Ryan, C., & Jeffries, K. (2019). *Beyond prime time activism: Communication activism and social change*. New York, NY: Routledge.
- Simpson, J. S. (2014). *Longing for justice: Higher education and democracy's agenda*. Toronto, Canada: University of Toronto Press.
- Swartz, O. (2006). (Ed.), *Social justice and communication scholarship*. Mahwah, NJ: Lawrence Erlbaum.
- Vink, A. (2019). *Online activism: Social change through social media*. New York, NY: Lucent Press.
3. Engaged Communication Scholarship
- Ackerman, J. M., & Coogan, D. J. (Eds.). (2010). *The public work of rhetoric: Citizen-scholars and civic engagement*. Columbia: University of South Carolina Press.
- Harter, L. M., Dutta, M. J., & Cole, C. E. (Eds.). (2009). *Communicating for social impact: Engaging theory, research and pedagogy*. Cresskill, NJ: Hampton Press.
- Johnston, K., & Taylor, M. (Eds.). (2018). *Handbook of communication engagement*. Hoboken, NJ: Wiley-Blackwell.
- Simpson, J. L., & Shockley-Zalabak, P. (Eds.). (2005). *Engaging communication, transforming organizations: Scholarship engagement in action*. Mahwah, NJ: Lawrence Erlbaum.

National Communication Association Applied Communication Division Sue DeWine
Distinguished Book Award and Edited Book Award Recipients (year received indicated after
citation)

- Ruben, B., De Lisi, R., & Gigliotti, R. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Sterling, VA: Stylus. (2018)
- Bishop, S. (2016). *U.S. media and migration: Refugee oral history*. New York, NY: Routledge. (2017)
- Kramer, M. W., Lewis, L. K., & Gossett, L. M. (Eds.). (2015). *Volunteering and communication: Vol. 2. Studies in intercultural and international contexts*. New York, NY: Peter Lang. (2017)
- Zayani, M. (2015). *Networked publics and digital contention: The politics of everyday life in Tunisia*. New York, NY: Oxford University Press. (2017)
- Capuzza, J. C., & Spencer, L. G. (Eds.). (2015). *Transgender communication studies: Histories, trends, and trajectories*. Lanham, MD: Rowman & Littlefield. (2016)
- Frey, L. R., & Palmer, D. L. (Eds.). (2014). *Teaching communication activism: Communication education for social justice*. New York, NY: Hampton Press. Lanham, MD: Lexington Books (2015)
- Yook, E. L. (2014). *Culture shock for Asians in U.S. academy: Breaking the model minority myth*. (2015)
- Kramer, M. W., Lewis, L. K., & Gossett, L. M. (Eds.). (2013). *Volunteering and communication: Studies from multiple contexts*. New York, NY: Peter Lang. (2014)
- Scott, C. (2013). *Anonymous agencies, backstreet businesses, and covert collectives*. Stanford, CA: Stanford University Press. (2014)
- Harter, L. M., Hamel-Lambert, J., & Millesen, J. (2011). *Participatory partnerships for social action and research*. Dubuque, Iowa: Kendall Hunt. (2012)
- Wittenberg-Lyles, E., Goldsmith, J., Ragan, S. L., & Sanchez-Riley, S. (Eds.). (2010). *Dying with comfort: Family illness narratives and early palliative care*. Cresskill, NJ: Hampton Press. (2012)
- Frey, L. R., & Cissna, K. N. (Eds.). (2009). *Routledge handbook of applied communication research*. New York, NY: Routledge. (2010)
- Corman, S. R., Tretheway, A., & Goodall, H. L., Jr. (Eds.). (2008). *Weapons of mass persuasion: Strategic communication to combat violent extremism*. New York, NY: Peter Lang. (2009)
- Foster, E. (2007). *Communication at the end of life: Finding magic in the mundane*. Mahwah, NJ: Lawrence Erlbaum. (2009)
- Frey, L. R., & Carragee, K. M. (Eds.). (2007). *Communication activism (2 vols.)*. Cresskill, NJ: Hampton Press. (2008)
- Frey, L. R. (Ed.). (2006). *Facilitating group communication in context: Innovations and applications with natural groups (2 Vols.)*. Cresskill, NJ: Hampton Press. (2007)
- Ellingson, L. L. (2006). *Communicating in the clinic: Negotiating frontstage and backstage teamwork*. Cresskill, NJ: Hampton Press. (2006)
- Harter, L., Japp, P., & Beck, C. S. (Eds.). (2005). *Narrative, health, and healing: Communication theory, research, and practice*. Mahwah, NJ: Lawrence Erlbaum. (2006)
- Beck, C. S. (2001). *Communicating for better health: A guide through the medical mazes*. Boston, MA: Allyn & Bacon. (2002)

- Beck, C. S. (with Ragan, S., & Dupre, A.). (1997). *Partnership for health: Building relationships between women and health caregivers*. Hillsdale, NJ: Lawrence Erlbaum. (1999)
- Adelman, M. B., & Frey, L. R. (1997). *The fragile community: Living together with AIDS*. Mahwah, NJ: Lawrence Erlbaum. (1998)
- Frey, L. R. (Ed.). (1994). *Group communication in context: Studies of natural groups*. Mahwah, NJ: Lawrence Erlbaum. (1994)
- Cissna, K. N. (1995). *Applied communication in the 21st century*. Hillsdale, NJ: Lawrence Erlbaum. (1995)

National Communication Association Applied Communication Division William F. Eadie Distinguished Article Recipients (year received indicated after citation)

- Barbour, J. B., Doshi, M. J., & Hernandez, L. H. (2016). Telling global health stories: Narrative message design for issues management. *Communication Research*, 43, 810–843. doi:10.1188/0093650215579224 (2018)
- Barbour, J. B., & James, E. P. (2015). Collaboration for compliance: Identity tensions in the interorganizational and interdisciplinary regulation of a toxic waste storage facility. *Journal of Applied Communication Research*, 43, 363–384. doi:10.1080/00909882.2015.1083601 (2017)
- Stroud, N. J., Scacco, J. M., Muddiman, A., & Curry, A. L. (2015). Changing deliberative norms on news organizations' Facebook sites. *Journal of Computer-Mediated Communication*, 20, 188–203. doi:10.1111/jcc4.12104 (2016)
- Donovan, E., Crook, B., Brown, L. E., Pastorek, A. E., Hall, C. A., Mackert, M. S., & Stephens, K. K. (2014). An experimental test of medical disclosure and consent documentation: Assessing patient comprehension, self-efficacy, and uncertainty. *Communication Monographs*, 81, 239–260. doi:10.1080/03637751.2013.876059 (2015)
- D'Enbreau, S., & Kunkel, A. (2013). (Mis)managed empowerment: Exploring the paradoxes of practice in domestic violence prevention. *Journal of Applied Communication Research*, 41, 141–159. doi:10.1080/00909882.2013.770903 (2014)
- Goldsmith, D. J., Bute, J. J., & Lindholm, K. A. (2012). Patient and partner strategies for talking about lifestyle change following a cardiac event. *Journal of Applied Communication Research*, 40, 65–86. doi:10.1080/00909882.2011.636373 (2013)
- Tracy, S., & Rivera, K. (2010). Endorsing equity and applauding stay-at-home moms: How male voices on work–life reveal aversive sexism and flickers of transformation. *Management Communication Quarterly*, 24, 13–43. doi:10.1177/0893318909352248 (2012)
- Hecht, M., & Miller-Day, M. (2010). “Applied” aspects of the drug resistance strategies project. *Journal of Applied Communication Research*, 38, 215–229. doi:10.1080/00909882.2010.490848 (2011)
- Real, K. (2008). Information seeking and workplace safety: A field application of the risk perception attitude framework. *Journal of Applied Communication Research*, 36, 338–358. doi:10.1080/00909880802101763 (2010)
- Banerjee, S. C., & Greene, K. (2007). Antismoking initiatives: Effects of analysis versus production media literacy interventions on smoking-related attitude, norm, and

- behavioral intention. *Health Communication*, 22, 37–48.
doi:10.1080/10410230701310281 (2009)
- Lutgen-Sandvik, P. (2006). Take this job and . . . : Quitting and other forms of resistance to workplace bullying. *Communication Monographs*, 73, 406–433.
doi:10.1080/03637750601024156 (2008)
- Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. *Management Communication Quarterly*, 20, 148–185. doi:10.1177/0893318906291980 (2007)
- Buzzanell, P. M., & Liu, M. (2005). Struggling with maternity leave policies and practices: A poststructuralist feminist analysis of gendered organizing. *Journal of Applied Communication Research*, 33, 1–25. doi:10.1080/0090988042000318495 (2006)
- Sunwolf, & Leets, L. (2004). Being left out: Rejecting outsiders and communicating group boundaries in child and adolescent peer groups. *Journal of Applied Communication Research*, 32, 195–223. doi:10.1080/0090988042000240149 (2005)
- Waltman, M. S. (2003). Stratagems and heuristics in the recruitment of children into communities of hate: The fabric of our future nightmares. *Southern Communication Journal*, 69, 22–36. doi:10.1080/10417940309373276 (2004)
- Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. (2002). Chaos theory, informational needs, and natural disasters. *Journal of Applied Communication Research*, 30, 269–292.
doi:10.1080/00909880216599 (2003)
- Keyton, J., Ferguson, P., & Rhodes, S. C. (2001). Cultural indicators of sexual harassment. *Southern Communication Journal*, 67, 33–50. doi:10.1080/10417940109373217 (2002)
- Carson, C. L., & Cupach, W. R. (2000). Facing corrections in the workplace: The influence of perceived face threat on the consequences of managerial reproaches. *Journal of Applied Communication Research*, 28, 215–234. doi:10.1080/00909880009365572 (2001)
- Sunwolf, & Seibold, D. R. (1998). Jurors' intuitive rules for deliberation: A structural approach to communication in jury decision making. *Communication Monographs*, 65, 282–307. doi:10.1080/03637759809376455 (2000)
- Parrott, R., Monahan, J., Ainsworth, S., & Steiner, C. (1998). Communicating to farmers about skin cancer: The behavior adaptation model. *Human Communication Research*, 24, 386–409. doi:10.1111/j.1468-2958.1998.tb00422.x (1999)
- Frey, L. R., Pearce, W. B., Pollock, M. A., Artz, L., & Murphy, B. A. O. (1996). Looking for justice in all the wrong places: On a communication approach to social justice. *Communication Studies*, 47, 110–127. doi:10.1080/10510979609368467(1998)
- Violanti, M. T. (1996). Hooked on expectations: An analysis of influence and relationships in the Tailhook reports. *Journal of Applied Communication Research*, 24, 67–82.
doi:10.1080/00909889609365442 (1998; honorable mention)
- Petronio, S., Reeder, H. M., Hecht, M., & Mon't Ros-Mendoza, T. (1996). Disclosure of sexual abuse by children and adolescents. *Journal of Applied Communication Research*, 24, 181–199. doi:10.1080/00909889609365450 (1997)
- Cheney, G. (1995). Democracy in the workplace: Theory and practice from the perspective of communication. *Journal of Applied Communication Research*, 23, 167–200.
doi:10.1080/00909889509365424 (1997; honorable mention)
- Witte, K., Cameron, K. A., McKeon, J. K., & Berkowitz, J. M. (1996). Predicting risk behaviors: Development and validation of a diagnostic scale. *Journal of Health Communication*, 1, 317–341. doi:10.1080/108107396127988 (1996)

Tales from the Field

- Amaro, L. M. (2015). Convincing family caregivers to participate in research: “Does that count as caregiving?” *Journal of Applied Communication Research*, 43, 269–272. doi:10.1080/00909882.2015.1019547
- Berry, K., & Patti, C. J. (2015). Lost in translation: Applying autoethnography. *Journal of Applied Communication Research*, 43, 263–268. doi:10.1080/00909882.2015.1019548
- Bishop, S. (2015). Planning, conducting, and writing multisited, multilingual research with survivors of torture. *Journal of Applied Communication Research*, 43, 357–362. doi:10.1080/00909882.2015.1052830
- Franks, T. M. (2017). Breaching ethics for the sake of a “good” interview. *Journal of Applied Communication Research*, 45, 352–357. doi:10.1080/00909882.2016.1320570
- Hartelius, E. J., & Cherwitz, R. A. (2016). Engagement: Rhetoric’s tale from the field. *Journal of Applied Communication Research*, 44, 453–457. doi:10.1080/00909882.2016.1225163
- Kahl, D. H., Jr. (2017). Addressing the challenges of critical communication pedagogy scholarship: Moving toward an applied agenda. *Journal of Applied Communication Research*, 45, 116–120. doi:10.1080/00909882.2016.1248468
- Norander, S. (2017). Embodied moments: Revisiting the field and writing vulnerably. *Journal of Applied Communication Research*, 45, 346–351. doi:10.1080/00909882.2016.1320572
- Russell, L. D. (2016). In-the-works of understanding workaholism. *Journal of Applied Communication Research*, 44, 96–100. doi:10.1080/00909882.2015.1117646
- Sørnes, J.-O., Hybertsen, I. D., & Browning, L. (2015). Identity challenges in field research: Three stories. *Journal of Applied Communication Research*, 43, 136–140. doi:10.1080/00909882.2014.983141
- Treise, D., Baralt, C., Birnbrauer, K., Krieger, J., & Neil, J. (2016). Establishing the need for health communication research: Best practices model for building transdisciplinary collaborations. *Journal of Applied Communication Research*, 44, 194–198. doi:10.1080/00909882.2016.1155729
- Wagner, P. E., Ellingson, L. L., & Kunkel, A. (2016). Pictures, patience, and practicalities: Lessons learned from using photovoice in applied communication contexts. *Journal of Applied Communication Research*, 44, 336–342. doi:10.1080/00909882.2016.1192292
- Wittenberg-Lyles, E., & Goldsmith, J. (2015). Trial, error and radical revision as our compass in engaged research. *Journal of Applied Communication Research*, 43, 131–135. doi:10.1080/00909882.2014.983142

January 23: Introduction to Applied Communication Research

- Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 89–96). Mahwah, NJ: Lawrence Erlbaum.
- Eadie, W. F. (1982, October). The case for applied communication research. *Spectra*, pp. 1–3.
- Eadie, W. F. (1990). Being applied: Communication research comes of age [Special issue]. *Journal of Applied Communication Research*, 1–6.
- Eadie, W. F. (Ed.). (1991). Setting the agenda for applied communication research [Special issue]. *Journal of Applied Communication Research*, 19(1–2). Contains the following articles:
- Eadie, W. F. Editor’s introduction. 5–6. doi:10.1080/00909889109365288

- Weick, K. E., & Browning, L. D. Fixing with the voice: A research agenda for applied communication. 1–19. doi:10.1080/00909889109365289
- March, J. G. Organizational consultants and organizational research. 20–31. doi:10.1080/00909889109365290
- Browning, L. D., & Hawes, L. C. Style, process, surface, context: Consulting as postmodern art. 32–54. doi:10.1080/00909889109365291
- Plax, T. G. Understanding applied communication inquiry: Researcher as organizational consultant. 55–70. doi:10.1080/00909889109365292
- Kreps, G. L., Frey, L. R., & O’Hair, D. Conceptualizing applied communication research: Scholarship that can make a difference. 71–87. doi:10.1080/00909889109365293
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January 30: The Role of Theory in Applied Communication Research

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February 13: Translating/Disseminating Applied Communication Research

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- Cheney, G. Encountering the ethics of engaged scholarship. 281–288. doi:10.1080/00909880802172293
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- McLeod, K. Everything is connected. 421–426. doi:10.1080/00335630.2010.521178
- Young, A. M., Battaglia, A., & Cloud, D. L. (Un)disciplining the scholar activist: Policing the boundaries of political engagement. 427–435. doi:10.1080/00335630.2010.521179
- Hartelius, E. J., & Cherwitz, R. A. The Dorothy doctrine of engaged scholarship: The rhetorical discipline “had it all along.” 436–442. doi:10.1080/00335630.2010.521180
- Swift, C. Academic engagement. 443–449. doi:10.1080/00335630.2010.521181
- Pezzullo, P. C. Tripping over boundary-stones: Reflections on engaged scholarship. 450–454. doi:10.1080/00335630.2010.521182
- Bowman, M. S., & Bowman, R. L. Telling Katrina stories: Problems and opportunities in engaging disaster. 455–461. doi:10.1080/00335630.2010.521183
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- Cruz, J. M. Reimagining feminist organizing in global times: Lessons from African feminist communication. 23–42.
- Guthrie, J. A., & Kunkel. Problematizing the uniform application of the formula story: Advocacy for survivors in a domestic violence support group. 43–62.
- Isgro, K. From a caretaker’s perspective: Mothers of children with Down Syndrome as advocates. 63–82.

- Stern, D. M. Engaging autoethnography: Feminist voice and narrative intervention. 83–102.
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 Ryan, C., Salas-Wright, V., Anastario, M., & Cámera, G. Making research matter . . . Matter to whom? 845–855.
- Hintz, A., & Milan, S. Social science is police science: Researching grass-roots activism. 837–844.
- Lewis, P. Scenes from a community radio campaign, 1972–2009: Un/masking objectivity. 828–836.
- Pettit, J. Learning to do action research for social change. 820–827.
- Ruben, B. D. (2005). Linking communication scholarship and professional practices in colleges and universities. *Journal of Applied Communication Research, 33*, 294–304. doi:10.1080/00909880500278020
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B. Communication Research Making a Difference

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Communication Monographs 76 contains the following articles:
 Timmerman, E. Forum introduction: Has communication scholarship made a difference? 1–2.
 Condit, C. M. You can't study and improve communication with a telescope. 3–12.
 Seeger, M. Does communication make a difference: Reconsidering the impact of our work. 13–19.

Journal of Applied Communication Research 37 contains the following articles:

Timmerman, C. E. Introduction: Has communication made a difference? 202–204. doi:10.1080/00909880902792289

Frey, L. R. What a difference more difference-making communication scholarship might make: Making a difference from and through communication research. 205–214. doi:10.1080/00909880902792321

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Communication Monographs 77 contains the following responses:

Timmerman, E. Forum responses: Has communication research made a difference? 427–428. doi:10.1080/03637751.2010.520019

García-Jiménez, L., & Craig, R. T. What kind of difference do we want to make? 429–431. doi:10.1080/03637751.2010.523591

Koschmann, M. Communication as a distinct mode of explanation makes a difference. 431–434. doi:10.1080/03637751.2010.523593

Kramer, M. W. It depends on your criteria. 434–436. doi:10.1080/03637751.2010.523594

Manning, J. There is no agony like bearing an untold story inside you: Communication research as interventive practice. 437–439. doi:10.1080/03637751.2010.523596

Milburn, T. The relevance of cultural communication: For whom and in what respect? 439–441. doi:10.1080/03637751.2010.523598

Sprain, L., Endres, D., & Petersen, T. R. Research as a transdisciplinary networked process: A metaphor of difference-making research. 441–444. doi:10.1080/03637751.2010.523600

Berger, C. R. Making a differential difference. 444–451. doi:10.1080/03637751.2010.523601

Journal of Applied Communication Research 38 contains the following responses:

Timmerman, C. E. Forum responses: Has communication research made a difference? 293–295. doi:10.1080/00909882.2010.490849

Harwood, J. A difference we can call our own. 295–298. doi:10.1080/00909882.2010.490843

Kahl, D. H., Jr. Making a difference: (Re)connecting communication scholarship with pedagogy. 298–302. doi:10.1080/00909882.2010.490845

Sherry, J. L. The value of communication science. 302–306. doi:10.1080/00909882.2010.490847

Keyton, J., Beck, S. J., Messersmith, A. S., & Bisel, R. S. Ensuring communication research makes a difference. 306–309. doi:10.1080/00909882.2010.490844

Rush, E. K., & Tracy, S. J. Wikipedia as public scholarship: Communicating our impact online. 309–315. doi:10.1080/00909882.2010.490846

Gouran, D. S. (2010). Has communication research made a difference? A response to the respondents. *Journal of Applied Communication Research*, 38, 435–442. doi:10.1080/00909882.2010.514000

C. Translational Communication Research

- Ford, L. A., Ray, E. B., & Ellis, B. H. (1999). Translating scholarship on intrafamilial sexual abuse: The utility of a dialectical perspective for adult survivors. *Journal of Applied Communication Research*, 27, 139–157. doi:10.1080/00909889909365531
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- Giles, H. (2008). Accommodating translational research. *Journal of Applied Communication Research*, 36, 121–127. doi:10.1080/00909880801922870
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- Kreps, G. L. (2012). Translating health communication research into practice: The importance of implementing and sustaining evidence-based health communication interventions. *Atlantic Journal of Communication*, 20, 5–15. doi:10.1080/15456870.2012.637024
- Parrott, R. (2008). A multiple discourse approach to health communication: Translational research and ethical practice. *Journal of Applied Communication Research*, 36, 1–7. doi:10.1080/00909880701799345
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- Trost, M. R., Langan, E. J., & Kellar-Guenther, Y. Not everyone listens when you “just say no”: Drug resistance in relational context. 120–138. doi:10.1080/00909889909365530
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- Keyton, J., & Rhodes, S. C. Organizational sexual harassment research into application. 158–173. doi:10.1080/00909889909365532
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- Petronio, S. (2007b). Translational research endeavors and the practices of communication privacy management. *Journal of Applied Communication Research*, 35, 218–222. doi:10.1080/00909880701422443
- Robert, J. S. (2017). Is there a role for communication studies in translational research? *Review of Communication*, 17, 214–223. doi:10.1080/15358593.2017.1331257

- Trethewey, A. (Ed.). (2002). Translating organizational scholarship into practice [Special section]. *Management Communication Quarterly*, 16, 81–117. Contains the following articles:
- Trethewey, A. Forum introduction. 81–84. doi:10.1177/0893318902161004
- Tracy, S. J. Altered practice ↔ altered stories ↔ altered lives: Three considerations for translating organizational communication scholarship into practice. 85–91. doi:10.1177/0893318902161005
- Cheney, G., Wilhelmsson, M., & Zorn, T. E., Jr. 10 strategies for engaged scholarship. 92–100. doi:10.1177/0893318902161006
- Allen, B. J. Translating organizational communication scholarship into practice: Starting where we are. 101–105. doi:10.1177/0893319902161007
- Kuhn, T. Negotiating boundaries between scholars and practitioners: Knowledge, networks, and communities of practice. 106–112. doi:10.1177/0893318902161008
- Ashcraft, K. L. Practical ambivalence and troubles in translation. 113–117. doi:10.1177/0893318902161009

February 20–27: Intervention Applied Communication Research & Social Justice
Communication Activism Scholarship (Research and Teaching)

A. Intervention Applied Communication Research

- Harrison, T. R. (2014). Enhancing communication interventions and evaluations through communication design. *Journal of Applied Communication Research*, 42, 135–149. doi:10.1080/00909882.2013.825047
- Hartwig, R. T. (2014). Ethnographic facilitation as a complementary methodology for conducting applied communication scholarship. *Journal of Applied Communication Research*, 42, 60–84. doi:10.1080/00909882.2013.874567
- McNamee, S. (1988). Accepting research as social intervention: Implications of a systemic epistemology. *Communication Quarterly*, 36, 50–68. doi:10.1080/01463378809369707
- Scherr, C. L., & Mattson, M. (2012). From research to self-reflection: Learning about ourselves as academics through a support group's resistance to our intervention. *Health Communication*, 27, 310–313. doi:10.1080/10410236.2011.629410

B. Social Justice Communication Activism Research

- Biesecker, B. A. (2013). The obligation to theorize, today. *Western Journal of Communication*, 77, 518–522. doi:10.1080/10570314.2013.805240
- Broome, B. J., Carey, C., De La Garza, S. A., Martin, J., & Morris, R. (2005). In the thick of things: A dialogue about the activist turn in intercultural communication. In W. J. Starosta & G.-M. Chen (Eds.), *Taking stock in intercultural communication: Where to now?* (pp. 145–175). Washington, DC: National Communication Association.
- Carragee, K. M., & Frey, L. R. (Eds.). (2016). Communication activism research: Engaged communication scholarship for social justice [Special section]. *International Journal of Communication*, 10, 3975–4033. Retrieved from <http://ijoc.org/index.php/ijoc/index>. Contains the following articles:
- Carragee, K. M., & Frey, L. R. Introduction: Communication activism research: Engaged communication scholarship for social justice. 3975–3999.

- Barge, J. K. Crossing boundaries between communication activism research and applied communication research discourses. 4000–4008.
- McChesney, R. H. Missing in action: Engaged communication research in the context of democratic decline and the digital revolution. 4009–4016.
- Rodino-Colocino, M. Critical-cultural communication activism research calls for academic solidarity. 4017–4026.
- Frey, L. R., & Carragee, K. M. Epilogue: Seizing the social justice opportunity: Communication activism research at a politically critical juncture. 4027–4033.
- Ciszek, E. L. (2015). Bridging the gap: Mapping the relationship between activism and public relations. *Public Relations Review*, 41, 447–455.
doi:10.1016/j.pubrev.2015.05.016
- Conquergood, D. (2002). Performance studies: Interventions and radical research. *TDR*, 46, 145–156. doi:10.1162/105420402320980550
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