Faculty Information Literacy Stipend
Final Report

Name: Piyawan Charoensap-Kelly
Course: CCPA 2327: Communication Theory
Semester: Fall 2022

Introduction

CCPA 2327 is a prerequisite for CCPA 2375 Communication Research and Data Analytics, both of which are required before students can declare CCPA as a major. As an introductory course, students often begin CCPA 2327 with insufficient training about how to search for information specifically about communication studies, differentiate various types of sources, read peer-reviewed articles, and follow the citation style commonly used in the communication field (American Psychological Association Style: APA). Importantly, beginning students find it challenging to connect communication theory to everyday lives, not to mention how communication theory plays out in business and sociopolitical events. These pieces of knowledge and skills are fundamental and necessary for the students' success in their advanced courses across the different tracks/ concentrations within the CCPA Division.

Therefore, this information literacy project aimed to equip students with knowledge and skills necessary for basic researching, reading, and writing within the communication field. The emphasis was on enhancing students' ability to analyze theoretical concepts, develop critical thinking skills, and ultimately write a well-crafted, correctly formatted paper that shows how a theory can be used to form a basis of a future communication study. Students were encouraged to build on this paper and develop an empirical research project based on it when they are enrolled in CCPA 2375 in a future semester. Hence, this project served as a scaffolding process for students to transition to CCPA 2375 more smoothly, prepared students for their advanced courses in the CCPA Division, and supported the following Learning Objectives of CCPA 2327:

> Research, analyze, and explain a specific communication theory of interest.
> Analyze issues within culture, business, and politics, as well as individual experience, through the lens of communication theory.
> Select an appropriate communication theory for developing a new empirical study.

Through this project and with strong support from Ms Naomi Schemm, Social Sciences Librarian, CCPA 2327 students learned how to use library resources as well as specific search techniques for communication research, how to cite sources correctly in APA, how to read empirical research articles, and how to write a well-argued, theoretically driven mini-research proposal.

Description of the Information Literacy Assignment or Activities

Students completed the following Learning Activities:

1. Searching for Information Online Canvas Module [Library Support]: Students learned basic concepts and terms related to online information search; identified how search works on the open internet and in library databases; and identified effective search strategies. This activity

helped the students find empirical research articles to support their application logs (see #4) and final paper (see #6).

2. Interactive Presentation on How to Research and Read Peer-Reviewed Communication Articles [Library Support]. In a class session, students gained hands on experience using specific library databases for this communication theory course. Also, students learned different components of a research article as well as tips and techniques for making sense of a peer-reviewed research article. These skills helped students in finding empirical research articles to support their application logs (see #4) and final paper (see #6).

3. APA Citation [Library Support]
    3.1. Canvas Module: Students first completed the APA Citation Module on Canvas where they learned how to cite sources correctly, both in-text and in the References Section, per APA, 7th Edition.
    3.2. Interactive Presentation: Students then attended an interactive session that gave them a hands-on experience citing different types of sources. They were shown how to find

Learning Activity #4 was graded based on the accuracy of the theory and article summary, strength of examples, writing quality, and correct APA formatting.

Learning Activity #6 was graded using the rubric provided in the Appendix.

Results and Impact on Student Learning

The students' ability to find relevant articles, APA citation skills, and writing quality improved over the course of the semester. The information literacy knowledge and skills the students obtained through this project were evident in two assignments for this course: application logs and final paper.

In their first application log, students made multiple APA mistakes both in terms of formatting and citation. A

Final

e theory,
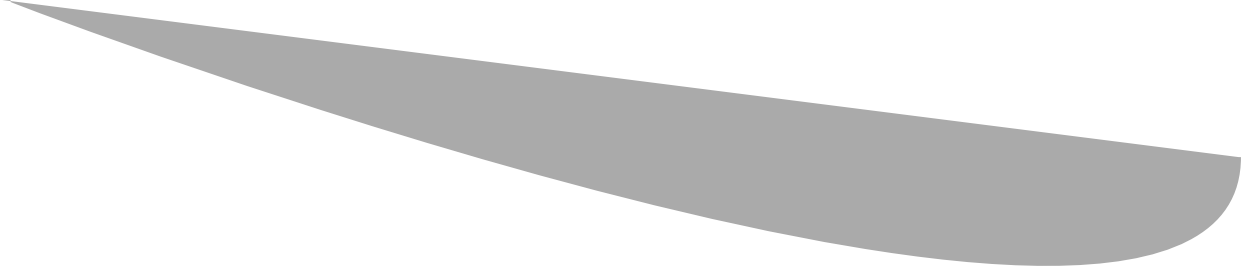
expla

c

, CCPA and SMU (fully sp

section should i

ost

ur

referen

Po

Criteri					
. Va					
●		to >10 p̃			
ᴅ					
h goals. Pot					

n

ts   3 to >0 pts

Fair

Foreign Affairs and Media Framing: Agenda Setting Effect During the Trump Administration

Cedar Roach

Corporate Communication and Public Affairs Division, Southern Methodist University

CCPA 2327: Communication Theory

Dr. Piyawan Charoensap-Kelly

9 December 2022

Foreign Affairs and Media Framing: Agenda Setting Effect During the Trump

Administration

In February of 2022, Russia invaded Ukraine and citizens around the world were

disquieted as rumors of World War III ran rampant. In August of 2021, the United States

formally withdrew from Afghanistan, ending a decades long war that impacted the lives of every

citizen. In January of 2020, the World Health Organization announced the start of what would be

a two-year global pandemic cause by the Coronavirus outbreak in Wuhan, China. Over the last

decade, life-altering international events have become a more frequent occurrence as

globalization grows and countries become increasingly intertwined (Stokes, 2018). With an

influx of both foreign and domestic headlines, keeping up with international affairs can be an

incredible feat. Regardless of the difficulty, consistently following international news should

now be integral asp1 0 0 p1t1b12 06Srg: Aa livesigare a

.

nl6(e)d5(v)-9(e)s(thaassti)-niencrnationa(ti)-ssu(tes)]TJET Q 0.00000912 0 612 792 reW* nBT/F1 12 Tf1 0 0 1 39

public opinion shift surrounding these two topics, an issue which Aday (2010) recognizes and calls for further research on. Currently, there is minimal understanding regarding the extent that framing can influence the public's stance on international affairs specifically, a gap my proposed study aims to diminish.

Existing studies on international news framing have looked at the extent to which the framing of coverage on foreign policy influences the public's perception of an issue. Besova and Cooley (2009) analyzed the New York Times' coverage of nine foreign countries and the public's positive or negative feelings toward the highlighted country. One interesting finding presented in their study is that media coverage on international news has been decreasing over the last few decades, calling for research into the notion that the public perceived importance of foreign issues may have shifted in recent years, Though Besova and Cooley (2009) did not investigate the impact of this decrease of coverage on public opinion, their study did examine the foreign policy issues most frequently highlighted by the New York Times and found that the framing of foreign policy issues did correlate strongly with public opinion. For example, countries that were covered most positively by the New York Times were also regarded warmly by the public. Of note, this study defines public opinion narrowly as the public's positive or negative perception of a country or policy issue. Broadening the scope of public opinion to include perceived importance and relevancy of an issue would allow for a more complete understand of the influence of framing, which is the broad framework intended for use in my proposed study. While Besova and Colley (2009) studied a similar phenomenon as the one I proposed using agenda setting theory, a more recent analysis should be completed as the international relations landscape has changes drastically over the last decade, particularly as

trends indicate that coverage is declining, and with an increase in globalization, hence I propose a study examining framing's role during the Trump administration.

Agenda setting theory has been used in mass communication research to understand the role that framing has in influencing public opinion on issue-specific coverage. Most studies have studied this phenomenon within United States specific coverage (Li, 2018). Other research has looked at the use of framing in international issues, but not its correlation to public opinion (Aday, 2010). Those that have researched the framing of international affairs in correlation with public opinion provide great insights, but have not been tested in this new era of globalization (Besova & Cooley, 2009). Furthermore, framing research on international issues could benefit from a more expansive definition of what public opinion means, including the relevance or importance of foreign affairs for the American public. Taking into consideration this literature review, this study proposes the follow hypothesis:

H: The relevance of foreign affairs for the American public is associated with the framing of international issues as reported by U.S. news sources during the Trump administration.

Method

To test the proposed hypothesis, this study utilizes content analysis data from articles produced by the top 10 U.S. newspapers covering international affairs during the Trump administration and opinion survey data.

Participants

To assess the relevance of foreign affairs for the American public, the opinion of adult news consumers in the United States will be surveyed. A random sample of 1,000 adults will be drawn across demographics. The survey will ask news consuming adults about their news

References

Aday, S. (2010). Chasing the bad news: An a

Co-Cultures' Communication Orientations in Response To the BLM Movement

Emma Hill

Corporate Communication and Public Affairs Division, Southern Methodist University

CCPA 2327: Communication Theory

Dr. Piyawan Charoensap-Kelly

December 9, 2022

Co-Cultures' Communication Orientations in Response To the BLM Movement

aggressive accommodation. Lastly, there are three orientations based on separation, nonassertive separation, assertive separation, and aggressive separation. These communication orientations stem from the understanding that NDGMs are commonly muted and ignored, just like Floyd. When NDGMS are subconsciously or consciously choosing which communication orientation to practice, they usually look at the perceived cost and reward. In the context of the BLM movement, to many, the perceived cost of being arrested, harmed, or even killed, was worth it, to finally be heard.

r

White males, also known as DGMs. Resulting of the Black Lives Matter movement came

campaigning for the Blue Lives Matter movement. Though in 2020 both of these movements

. The Black Lives Matter

movement was created in 2013. The Blue Lives Matter movement was created a year later, in

2014. This is just another example of why the co-cultural theory is of great importance. The

DGMs have power over and silence NDGMs. I believe it is important to recognize this censoring

and give responsibility where it is due.

When exploring co-cultural theory in regard to the BLM movement, I was not able to

find any information. However, I found similar research on how the theory applies to the Asian

hate that intensified due to COVID-19. In 2020, Asians received appalling scrutiny and were

being blamed for causing COVID-19. Jun et al. (2021) explored and researched the horrific

-cultural theory is one of only a few that is grounded in the lived

      This is going to be a qualitative study, conducted through interviews. There are many

reasons why I want to use in-depth personal interviews as a way to answer the research question.

Mainly, I want to hear and listen to what people have to say. It is much more complicated than a

which people participated or did not participate. That is why I think it is imperative to hear what

people have to say as well as ask follow-up questions to get the full story. This style of

interviewing will also be helpful because the interviewer can ask the participant about how their

family and friends reacted as well, thus gaining more in-depth information. With all of this

information, we will know what communication orientation the participants used.

Conclusion

moments of his life, but it articulates how the majority of NDGMs feel. Oftentimes NDGMs feel

suffocated, muted, and looked over by DGMs. Answering the research question will extend the

co-cultural theory even further. As stated earlier, there is no information on how the co-

References

Applewhite, D. A. (2021). A year since George Floyd. *Molecular Biology of the Cell, 32*(19), 1797 1799. https://doi.org/10.1091/mbc.E21-05-0261

communicative responses to COVID-19 discrimination in application of co-cultural theory. *The Howard Journal, 32* (3), 309-327. https://doi.org/10.1080/10646175.2021.1922103

Kaur, H. & Chavez, N. (2022, January). *What we know about the 3 ex-police officers on trial this week for George Floyd's death.* CNN. https://www.cnn.com/2022/01/24/us/minneapolis-officers-background-george-floyd/index.html

Kishi, R. & Jones, S. (2020, September). *Demonstrations and political violence in America: New data for summer 2020.* ACLED. https://acleddata.com/2020/09/03/demonstrations-political-violence-in-america-new-data-for-summer-2020/#:~:text=The%20vast%20majority%20of%20demonstration,in%20violence%20or%20destructive%20activity

Kishi, R., Stall, H., Wolfson, A., & Jones, S. (2021, May). *A year of racial justice protests: Key trends in demonstrations supporting the BLM movement*. ACLED. https://acleddata.com/2021/05/25/a-year-of-racial-justice-protests-key-trends-in-demonstrations-supporting-the-blm-movement/

Orbe, M. P., & Roberts, T. L. (2012). Co-cultural theorizing: Foundations, applications &

extensions. *Howard Journal of Communications, 23*(4), 293 311.

https://doi.org/10.1080/10646175.2012.722838

Razzante, R. J., & Orbe, M. P. (2018). Two sides of the same coin: Conceptualizing

dominant group theory in the context of co-cultural theory. *Communication Theory,*

28(3), 354 375. https://doi.org/10.1093/ct/qtx008

Zirulnik, M. L., & Orbe, M. (2019). Black female pilot communicative experiences:

Applications and extensions of co-cultural theory. *The Howard Journal of*

Communications, 30(1), 76 91. https://doi.org/10.1080/10646175.2018.1439422