S P A R K P L U G
An Aid for Research in Communication in Culture

CAT
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OVERVIEW

WHAT IS SPARKPLUG?

Sparkplug is a serialized curriculum aid designed to help students begin their research on the various forms of literacy and communication that a culture embraces. Short bibliographies over various topics, tables of contents of numerous academic journals, and critical envelopes from academic books on literacy topics are provided to help the student pick a topic and learn what others have already argued about it. Students can submit their own short bibliographies and critical envelopes of topics of their own choosing, along with the table of contents of a new issue of one of the journals listed in *Sparkplug* to the editors for inclusion in the next issue of *Sparkplug*. Thus, students eventually submit. See below for more information about student activity.

A WORKING DEFINITION OF COMMUNICATION IN CULTURE

Sparkplug takes communication in culture to be the knowledge of system or systems of semiotic signification at play in the main-stream media, the significant events, and the current trends and fashions of a people-group (which itself can be defined in terms of class, race, age, common interests, and/or other such characteristics). A system of semiotic signification is any organized and commonly accepted way of manipulating meaning by means of the give-and-take of signs, images, and representations. A text is any sign, image, and/or representation, or a collage of these items, that is in a fixed material form and can be copied, publicized, and repeatedly accessed by an audience.

DESIGN OF THE PDF

The pdf is designed to be used primarily as an on-screen document. However, if a printed copy is desired, the pdf is designed to be printed front and back on 8 x 11" copier paper. The best way to store the printed pages is in a three-ring binder or a pocket folder. The white space on a page is purposeful, serving to de-clutter the page so the content presented can be visually grasped more efficiently.

NOTE: The information presented in these chapters has been alphabetized according to the titles provided for each bibliography, journal issue, and critical envelope. The lack of an index is by design. Students are to browse the pages looking for topics and titles that grab their attention by their own merits.

EXAM COPIES

Teachers who use *Sparkplug* can request a free pdf and/or bound copy (4" x 5") of the current issue. Email sparkplugeditors@gmail.com.

STUDENT SUBMISSIONS TO THE EDITORS

Students who have purchased *Sparkplug* can submit three assignments to the *Sparkplug* editors for evaluation. The editors will grade each submission on a scale from 0 – 20 and provide the

student with a percentage score of his or her work. Exemplary submissions will be added to the next issue of *Sparkplug* so that students can be assured that they work will be used by other researchers in the future.

Submission Assignments

Assignment 1: Find the most recent issue(s) of a journal listed in the "Recent Journal Articles" section in this issue of *Sparkplug*. Copy eight articles from the table of contents (articles only, not book reviews, roundtable discussions, issue introductions, or editorials). Make sure to use only articles written in English. Arrange your copy alphabetically, and put it in correct APA or MLA format (per teacher's instructions). If eight articles cannot be found from one issue, then do as many as you can from that issue, and then find use a recent issue from another journal listed in *Sparkplug* to make up the difference. Be sure that the article titles you copy are not already listed in *Sparkplug*, and format your work so that it looks like the material that is already published in this issue of *Sparkplug*. Be sure to list the name of the journal(s) at the top. Submit your list to sparkplugeditors@gmail.com. <u>Submit work as an email, not an attachment</u>.

Assignment 2: In an academic book, find a critical envelope of fewer than 300 words (see the "Critical Envelopes" section in this issue of *Sparkplug* for models of what your work should look like). This critical envelope should discuss critics' views on some aspect, perspective, or object of communication. Quote this section exactly as it is in the source, give it a title that shows how what you've copied related to communication or rhetoric in culture, and provide an alphabetized bibliography list of the sources mentioned in the critical envelope as well as the source of the quotation itself (use APA format or MLA format per teacher's instructions). Do not forget to put a parenthetical citation at the end of your quotation listing the source you've used and the page number. Also, don't forget to list the full bibliographic information of your main source in the reference list. Submit it to sparkplugeditors@gmail.com. <u>Submit work as an email, not an attachment</u>.

Assignment 3: Think of a topic dealing with communication. This topic should not be overly general but should be specific enough to warrant a close analysis. Develop a short bibliography of the topic. You must have at least ten different sources in your bibliography, and these sources should be a mix of journal articles and books. Sources that are found only on the Internet and not also in a print version can be used (examples of these sources are online news articles, articles from electronic journals or magazines that do not have a print analogue, and web sites in general). The topic of your bibliography cannot be exactly the same as one already listed in this issue of *Sparkplug* but can be a variation or expansion of the topic. For

example, "hate speech" is listed as a topic, but both "hate speech in high school" and "hate speech and religion" would be viable topics, as they are not listed yet. Just be sure that any source you use in your own bibliography has not already been used in the bibliography already published in *Sparkplug*. Entirely new topics are welcomed, as long as they deal with some aspect of communication. The bibliography must be alphabetized and in correct APA or MLA format, per teacher's instructions. As far as the actual layout of your list, please make your list resemble the lists already published in this issue of *Sparkplug*. Submit it to sparkplugeditors@gmail.com. <u>Submit work as an email, not an attachment</u>.

The following default schedule is suggested. However, teachers who wish to set their own schedule for submissions can do so and must email the schedule to the editors before 1 Feb or 20 Sept. All work for custom, teacher-set schedules must be submitted before 5 May. For the default schedule below or a custom, teacher-set schedule, <u>no late work will be accepted</u>.

<u>Spring Schedule</u>
    15 Feb: Assignment 1, as an email (not a document attachment).
    10 Mar: Assignment 2, as an email (not a document attachment).
    15 Apr: Assignment 3, as an email (not a document attachment).

<u>Fall Schedule</u>
    25 Sep: Assignment 1, as an email (not a document attachment).
    20 Oct: Assignment 2, as an email (not a document attachment).
    20 Nov: Assignment 3, as an email (not a document attachment).

Teachers who want a spreadsheet showing the dates and scores of their students' submissions should send the *Sparkplug* editor an email requesting the information.

COST
The *Sparkplug* pdf costs $14. This cost covers all student/editor interaction.

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IMPORTANT NOTES TO STUDENTS
Please read!

FIRST, thank you for purchasing this pdf. We are able to keep the price fairly low because we avoid binding and printing costs by issuing pdf texts, and when we deliver your text electronically, we bypass the bookstore venue, which may mark up the cost of texts by as much as 20 to 40%. BECAUSE WE ARE WILLING TO PUBLISH A COMPUTER FILE AND TO DELIVER IT VIA EMAIL, WE RUN THE RISK OF LOSING PROFITS DUE TO FILE SHARING. WE ASK THAT YOU DO NOT COPY THIS DOCUMENT TO ANYONE OTHER THAN YOURSELF. To do so may be a simple "click and send" process on your part, but for us, it represents a significant loss of legitimate income. Many of our editors are part-time college instructors. A large part of the profit from our sales goes directly to them, and in many cases, they use it to supplement retirement and/or medical insurance plans. Thank you for your help in this matter.

SECOND, *Sparkplug* has assignments you can submit to the editors. Your teacher may request you to do one or more of these assignments. You do not have to notify the *Sparkplug* editors of your intention of doing an assignment. Simply work out the assignment, and when you are done, send it to the editors at sparkplugeditors@gmail.com for grading. Upon sending work to the editors, you will receive a set email reply letting you know that your email was received by the editors.

You may submit your work anytime, but you will not receive an evaluation or a score until the due date of the assignment has passed. Because everything submitted to the editors is graded individually and by an editor (nothing is graded automatically by computer), it may take up to ten days for you to receive feedback on your work.

These assignments are fully explained in the above "Overview" section, and they are to be done according to one of two possible schedules—the default schedule set by the editors (see the current dates by clicking the "Schedule" tab at the "Textbooks" page at www.openlatch.com) or a custom schedule designed by your teacher. Please pay careful attention to the schedule. All assignments must be submitted by 11:59 pm of the due date or earlier. No late work will be graded.

NOTE: Only students who have purchased the pdf can submit assignments.

THIRD, you may want to set up a new Gmail email box to make the process of submitting work easier. Gmail has many formatting features which will help you when you have to underline, highlight, or italicize items. Also, a separate email box may help organize your work and keep track of upcoming assignments or revision work you are asked to do. Go to www.gmail.com and click on the "Open a New Account" button. The process of setting up a new email box is surprisingly easy. Just don't lose your new user name and password! (We recommend you send this information to yourself in an email addressed to your usual email box.)

Table of Contents

Topics and Short Bibliographies

Editor's Note: Only topics that clearly pertain to communication have been listed. Individual sources within a bibliography may not appear to directly connected to the topic but can be considered as ancillary reading and so have been retained in the list. No sources written in a language other than English have been listed. After the title of the topic, the documentation format of the source entries is listed in parentheses. The listing of volume and issue numbers for journal or magazine sources depends on the pagination scheme of the source. If the source uses discontinuous pagination, the issue number is listed, but if continuous pagination is used, the issue number is omitted. Double-tic or single-tic quotation marks in titles here are as they appear in the originals.

♠ **Advertising to Children** (entries in APA format)

Buijzen, M. (2007). Reducing children's susceptibility to commercials: Mechanisms of factual and evaluative advertising interventions. *Media Psychology, 9,* 411-430.

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Jenkin, G., Wilson, N., & Hermanson, N. (2009). Identifying 'unhealthy' food advertising on television: A case study applying the UK Nutrient Profile model. *Public Health Nutrition, 12,* 614-623.

Kunkel, D., & Ford, J. (2005). Predicting a renaissance for children and advertising research. *International Journal of Advertising, 24,* 401-405.

Livingstone, S. (2005). Assessing the research base for the policy debate over the effects of food advertising to children. *International Journal of Advertising, 24,* 273-296.

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Lobstein, T., & Dibb, S. (2005). Evidence of a possible link between obesogenic food advertising and child overweight. *Obesity Reviews, 6,* 203-208.

Teinowitz, I. (2006). Pediatricians demand cuts in kids' advertising. *Advertising Age,*

77, 3-38.

Udell, T., Mehta, K. (2008). When two sides go to war: newspaper reporting of 'television food advertising restrictions' as a solution to childhood obesity. *Health, Risk & Society, 10,* 535-548.

♠ **Barbie (Rhetoric of)** (entries in APA format)

Airbright, J. M. (2007). Impossible bodies: TV viewing habits, body image, and plastic surgery attitudes among college students in Los Angeles and Buffalo, New York. *Configurations, 15*(2), 103-123.

Cannon, J. (2008). Barbie as feminine icon: The subversive narrative gets a second run on film. *Conference Papers—International Communication Association, 2008 Annual Meeting,* 1-22.

Meneley, A. (2007). Fashions and fundamentalisms in fin-die-siècle Yemen: Chador Barbie and Islamic socks. *Cultural Anthropology, 22,* 214-243.

Murphy, M. J. (2009, March 1). Barbie at 50: Unwrinkled and none the wiser. *New York Times,* 2.

Raynor, S. (2009). My first black Barbie: Transforming the image. *Cultural Studies / Critical Methodologies, 9,* 179-185.

Whitney, E., & Sorenson, J. (2006). Pop culture princess. *Text & Performance Quarterly, 26,* 199-207.

♠ **Brand Names** (entries in APA format)

Ahn, J., & Ferle, C. L. (2008). Enhancing recall and recognition for brand names and body copy: A mixed-language approach. *Journal of Advertising, 37*(3), 107-117.

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Fitzell, P. B. (2003). *Private label marketing in the 21st century: Store brands / exclusive brands on the cutting edge.* New York: Global Books.

Floor, K. (2006). *Branding a store: How to build successful retail brands in a changing marketplace.* Philadelphia: Kogan Page.

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forty-nine marketing failures into some of our most successful products. Reading, MA: Addison-Wesley.

Hambleton, R. (1987). *The branding of America: From Levi Strauss to Chrysler, from Westinghouse to Gillette, the forgotten fathers of America's best-known names.* Dublin, NH: Yankee Books.

Petty, R. D. (2008). Naming names: Trademark strategy and beyond: Part one—selecting a brand name. *Journal of Brand Management, 15,* 190-197.

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Anonymous. (2008). 10 common errors when communicating with patients. *H&HN: Hospitals & Health Networks, 82*(9), 77.

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Miller, D. (2005). Skills for communicating with patients. *Primary Health Care, 15*(8), 10.

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Dharmapala, D., & McAdams, R. H. (2005). Words that kill? An economic model of the influence of speech of behavior (with particular reference to hate speech). *Journal of Legal Studies, 34*, 93-136*.*

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Brien, A. (1968, November 30). Laugh till it hurts. *Saturday Evening Post, 241*(24), 30.

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Gervais, M., & Wilson, D. (2005). The evolution and functions of laughter and humor: A synthetic approach. *Quarterly Review of Biology, 80,* 395-430.

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♠ **Lookism** (entries in APA format)

Davis, A. (2007). "Lookism", common schools, respect and democracy. *Journal of Philosophy of Education, 41,* 811-827.

Granleese, J., & Sayer, G. (2006). Gendered ageism and "lookism": A triple jeopardy for female academics. *Women in Management Review, 21,* 500-517.

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♠ **Lying** (entries in APA format)

Einav, S., & Hood, B. (2008). Tell-tale eyes: Children's attribution of gaze aversion as a lying cue. *Developmental Psychology, 44,* 1655-1667.

Fu, G., Evans, A. D., Wang, L., & Lee, K. (2008). Lying in the name of the collective good: A developmental study. *Developmental Science, 11,* 495-503.

Hancock, JI, Curry, L. E., Goorha, S., & Woodworth, M. (2008). On lying and being lied to: A linguistic analysis of deception in computer-mediated communication. *Discourse Processes, 45,* 1-23.

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Landstrom, S., & Granhag, P. A. (2008). Children's truthful and deceptive testimonies: How camera perspective affects adult observers' perception and assessment. *Psychology, Crime & Law, 14,* 381-396.

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Talway, V., & Lee, K. (2008). Social and cognitive correlates of children's lying behavior. *Child Development, 79,* 866-881.

Walczyk, J. J., Runco, M. A., Tripp, S. M., & Smith, C. E. (2008). The creativity of lying: Divergent thinking and ideational correlates of the resolution of social dilemmas. *Creativity Research Journal, 20,* 328-342.

♠ **Media Representations of Obesity** (entries in APA format)

Andrews, J. C., Netemeyer, R. G., & Burton, S. (2009). The nutrition elite: Do only the highest levels of caloric knowledge, obesity knowledge, and motivation, matter in processing nutrition ad claims and disclosures. *Journal of Public Policy & Marketing ,*