

Proceedings

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ADVANCING THE UNIVERSITY MISSION: A CASE ANALYSIS OF SERVICE-LEARNING USED TO ENHANCE ECONOMIC DEVELOPMENT

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Abstract:

Scholarship on service learning has demonstrated a variety of benefits that its application in the classroom provides. One among them is the ability of service learning to support and advance a University's civic mission within its community and region. This paper and presentation will offer an account of the use of service learning in a collaborative project that included the host university, its Art Department, a local chamber of commerce, and a state department of economic development.

The project was meant to address (1) the promotion of an emerging cultural venue in a region in economic decline, (2) the revitalization of the region's brand with tourists and potential businesses looking to come to the region, and (3) the community relations required to acclimate a traditionally conservative community to a visionary arts venue that presented some inherent challenges to traditional values in the region. The author will provide his assessment of the effectiveness of the project, its overall impact, and how it advances tenets of the university's strategic mission.

Introduction

Outside of a small town named Buena Vista in Georgia, a visionary artist named Eddie O. Martin was born in 1908 and returned home to care for the property after his mother's death in 1957. From the 1957 until his death in 1986, Martin transformed his home outside of Buena Vista into a folk art center called Pasaquan. For some in Marion County, he was their peculiar neighbor, and his work was admired. For others, he was a threat to their way of life, rumored to engage in drug dealing, homosexuality, and other forms of behavior outside of the socially acceptable behavior of residents in 1950s rural Georgia (Patterson, 1987). His apparent suicide in 1986 left Pasaquan largely unattended, with the exception of a few men and women who formed the Pasaquan Preservation Society.

Over time, Pasaquan fell into disrepair, and the Pasaquan Preservation Society engaged in the process of seeking support to rehabilitate the property and the artwork for the purposes of public exhibition. After years of petition, the Kohler Foundation responded and offered to facilitate the rehabilitation of Pasaquan in 2014. At the end of process, the Kohler Foundation identified Columbus State University and its Art Department as the appropriate caretakers for the future maintenance and stewardship of Pasaquan after its rehabilitation was completed in October of 2016.

This opportunity for the community brought with it challenges for the university and work for the community to prepare for the takeover. To sustain Pasaquan, the university needed a means to promote the venue that captured the interest of a global audience, the community needed to develop a plan for supporting the venue and a broader appeal for travel and tourism, and the previously split community needed to unify behind a reinvigorated visionary art venue created by a mercurial former member of its community.

The process of working towards these goals provided a unique opportunity for students in the Department of Communication enrolled in two public relations courses and their instructor with the opportunity to cultivate relationships with local businesses, a city government, the state's travel and tourism marketing team, and the university's art department. The experience created a means for public relations students to gain valuable experience in arts management and arts and entertainment promotion. Moreover, this case offers a means of demonstrating the value of service learning in helping advance a university's mission and connecting with its core values (Barber, 1995; Giroux, 2010; Kuban, O'Malley, & Florea, 2014; Schatteman, 2014).

Literature Review:

Value of Service Learning

Faculty members often receive student complaints that course content has little to do with real life and, thus, is devoid of any practical value. Service learning components, when embedded into curriculum, can add the level of relevance that students perceive as missing from curriculum. Research suggests that incorporating service learning component into their curriculum increases levels of faculty satisfaction not only with course content but also with student learning outcomes (Bringle & Hatcher, 1995; Kahn, et al., 2000). Through the service learning experiences, students identify with course concepts, find the course material relevant to real-life situations, and become more knowledgeable in the theoretical course content and more confident in the application of that content as they apply both in the service learning experience. The service-learning model also provides faculty means of going beyond the basic instruction that provides a skeleton concept of the work to be performed with the agency, but it also allows faculty and students the opportunity to engage in deeper learning as they explore alternative applications for applying course content outside of the classroom (Bringle & Hatcher, 1995).

Adopting a service-learning model can help meet real needs of community agencies that include expanded capacities – both human and resource – of local agencies (Basinger, 2015; Fletcher, Rousell, Worrell, McLean, & Baydala, 2012); mitigate the dearth of resources in rural and otherwise, underserved, populations (Auld, 2004; Basinger, 2015; Hall, Lasby, Ayer & Gibbons, 2009; Miller, 1991); and build vital sustaining partnerships between faculty, students, university and the community (Fletcher, et al., 2012). Research suggests that the reciprocity is one of the strongest predictors of successful partnerships resulting from service learning opportunities, where each stakeholder gains from the experience with an equitable exchange of resources (Cruz & Giles, 2000; Jacoby, 2003). As such, service learning provides community agencies view students as knowledge, skill, and human resources they need but could not afford. In turn, students view the community agency as experience and professional network providers – both of which can be helpful in the job search. Effective service learning partnerships encourage mutuality, shared resources and accountabilities, where each

service-learning stakeholder contributes resources to help the others (Basinger, 2015; Honadle & Kennealy, 2011). Additional research suggests that service learning helps build levels of confidence in content and practice (Basinger, 2015; Kahn, et al., 2000).

When viewed as such, the service learning experience and learning can be most rewarding for the faculty member as much as it is for the student. One of the many positive outcomes of service learning is that faculty members can incorporate these opportunities, that often come from their own personal involvement in the community, to help students experience first-hand how vital and relevant course content can be to meeting needs in the community (Bringle & Hatcher, 1995). Faculty can draw upon a growing body of quantitative and qualitative research literature that points to increased content knowledge and levels of awareness and engagement resulting from service-learning components embedded into course curriculum (Honadle & Kennealy, 2011; Kahn, et al., 2000; Kuban, et al., 2014). Furthermore, research suggests that service learning experiences “enhances student’s academic development, life skill development and sense of civic responsibility” (Astin & Sax, 1998, p. 251).

Relevance to Town-Gown Relationships and the University Mission

On the macro level, the Service Learning Model offers many benefits. First, the model offers the potential to provide communities with needed resources that, otherwise, they could not afford not possibly even had the knowledge of how to go about providing for their organization. Additionally, the service-learning model also may help universities meet their mission of outreach in their communities.

Many American research universities can trace their reason for existence to the need to prepare citizenry to participate in democratic life (Checkoway, 1999; Kahn, et al., 2000). For many universities, incorporating service learning into its curriculum, not only helps some universities meet their mission but it also has the capacity to help them begin to mitigate the dialectical tensions between research and practice that exist in the academy. In his seminal research, Barber (1995) establishes that service learning can help move universities closer to their original mission of educating citizenry. Recent research suggests that, in addition to providing higher learning, academic institutions are also “institutions of community engagement” (Schatterman, 2014, p. 17). As such, colleges and universities are called upon to educate, graduate, and transition students into society as informed and civic-minded citizens; who are effective decision-makers who are self-reflective about public issues and the world in which they live (Giroux, 2010; Kuban, O’Malley, Florea, 2014).

Moreover, research suggests that participation in “high-quality service learning leads to the values, knowledge, skills, efficacy, and commitment that underlie effective citizenship” (Eyler & Giles, 1999, p. 164). Students born in the new millennium prefer interactive learning and want the courses they take to provide answers to relevant questions being asked in society (Giroux, 2010, Kuban, et al., 2014; Twenge, 2013). Extant research suggests that the impact of service learning experiences assist in these areas by promoting higher levels of (a) student cognition, awareness, and problem solving skills (Schatterman, 2014); (b) self-esteem and confidence (Jones & Abes, 2004); (c) civic engagement (Schatterman, 2014); (d) post-graduation awareness of career and employability options (Auld, 2004; Bringle & Hatcher, 1995; Hall, 2009; Schatterman, 2014). Additional research suggests that not only can the positive effects of the service learning experience supplement and enhance student knowledge but also can continue throughout life (Bringle & Hatcher, 1995; Jones & Abes, 2004; Kahn, et al., 2000).

Having established the potential of service learning models to help improve town-gown relations and to advance a university's mission, we now move forward and provide some context on Pasaquan and its larger relationship with Marion County and Buena Vista, GA.

Context of Marion County and Pasaquan

Pasaquan was a venue in need of revitalization by the fall of 2014. After 28 years of relative neglect, its care and upkeep was left largely to the under-resourced Pasaquan Preservation Society. In 2014, years of appeal to the Kohler Foundation ultimately led to a partnership with Columbus State University to renovate the facilities, restore the artwork to its former beauty, and to preserve artifacts for exhibition around the country.

The partnership came at perhaps the most essential and opportune time for Marion County and its small town, Buena Vista, GA. The county and town itself have endured an economic downturn that began with the migration away from production plants in the region and hit its lowest points in the economic collapse of 2008. Unemployment figures at the time for Marion County stood at 11.2%. With a minor rebound, and the presence of a Tyson Chicken processing plant, the employment numbers rebounded to 7.0% in the May of 2015 (U.S. Department of Labor, 2017). The town and county suffered another setback as Tyson closed its facility that May, and unemployment rose to 9.4% within a month (U.S. Department of Labor, 2017).

Seeing the potential of Pasaquan and understanding the need for other economic opportunities, the Marion County Chamber of Commerce approached the Georgia Department of Economic Development about bringing a team in to assess the potential for adapting Buena Vista, Marion County, and Pasaquan to a travel and tourism economy. Over the fall of 2014 and early spring of 2015, the team visiting all regional venues and held town halls with the citizens to gather as much actionable information as they could mine and to offer a set of recommendations to the town about how to approach revitalization, building mutually beneficial partnerships, and adjusting the town mindset to art and cultural promotion. The finished product was a 115-page report, which detailed the resources available to Marion County, effective models for a travel and tourism economy, and community-specific recommendations for updating store fronts, sidewalks, and the types of business and infrastructure they would need to develop as the new economy began to grow over the next 5-10 years (Marion County Tourism Resource Report, 2014).

One of the chief recommendations was to make full use of the new partnership with Columbus State University and its various departments to achieve mutual benefit that would help improve Marion County and Buena Vista prospects, while enhancing the University's town-gown profile. To highlight the value of this approach for Columbus State, the paper will now present the university's mission statement and core values while illustrating how the partnership can advance both.

Columbus State University's Mission and Values

The Georgia Department of Economic Development's call to leverage a partnership with the university was not only shrewd to support resource-light Marion County, but it also played into Columbus State's Mission Statement and Core Values. The mission statement for strategic plan 2013-18, is as follows :

We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others (Strategic Plan, 9/2/14).

A casual observer will be able to identify how many of these items can be facilitated across the diverse curriculum offered by 35 departments at a comprehensive, regional state university like Columbus State. The next section offers a discussion of how one communication instructor made use of the service-learning model to support this partnership and to ultimately help advance the university mission.

Instructor Relationship Cultivation and Research

Shortly after the partnership announcement with Pasaquan in the summer of 2014, the Department of Art at Columbus State tasked Professor Mike McFalls with the role of Director for Pasaquan and among the first challenges he has to address was making Pasaquan self-sustaining. To do so, he would need to cultivate revenue and donor partnerships that could help keep the maintenance and promotion of the venue viable. To achieve this end, he began brokering partnerships with faculty, the community leadership, and the state travel and tourism board. In short, he was engaged in stakeholder management as a relative public relations novice.

To earn the support of faculty at Columbus State, he brought us out to Pasaquan for a social and tour of facilities to garner ideas in a brainstorming session. Many faculty in the sciences and other social science disciplines cultivated valuable ideas for retreat meetings, conferences, and for lab observation of the nature surrounding the venue. The public relations professor, however, listened to the conversation about the need for larger economic development in the community, the need to effectively brand and promote Pasaquan, and the need to revitalize the brand for Marion County, all while garnering the buy in of the town of Buena Vista.

With this in mind, the professor brokered a relationship with Professor McFalls and worked with him to cultivate an active role with the Marion County Chamber of Commerce, a seat on CSU's Pasaquan advisory committee, and a consulting partnership with the Georgia Department of Economic Development's Travel and Tourism Promotion team. The reason for doing so was to enable him to collect contextual knowledge and information of value he could use within his course design. The role with the chamber helped the public relations professor build a contextual knowledge of the community and its economic challenges. The seat on the Pasaquan advisory committee helped him learn about the resource and creative challenges the art venue had to address prior to take over by Columbus State. Finally, the partnership with the Georgia Department of Economic Development opened the door for research data in travel and tourism that his students would find invaluable as they tried to design and pitch a campaign, as well as guest lecture sessions on specific strategies and tactics essential to effective travel and tourism public relations work.

Over the subsequent six months, the public relations professor would make a dozen trips to various functions at Pasaquan to strengthen relationships, expand on his partnerships, and to collect data to build a strong course design that would yield service-learning projects that could have tangible impact on Marion County, Buena Vista, and Pasaquan. With a sense of the need for effective partnership

cultivation established, as well as the lead time for data collection established, the paper will now cover the design of the course so that the reader will understand how the projects, partnership, and products were meant to advance the relationship and enhance student skill sets.

Course Designs

The instructor spread the work across two courses: a fall public relations campaigns course and a spring public relations management class. The fall campaigns course used a competitive pitch format involving six student teams in head-to-head competition on behalf of three clients. The teams that win each of the three pitches earn an A in the course. Those that lose the pitch are subject to full evaluation by the instructor. The purpose of adopting a competitive evaluation model was to encourage a higher quality of strategic planning and material development in support of each team's proposed campaign. Even in losing a pitch, with the exception of one team earning a poor grade due to poor research, planning and production, the other 5 teams earned a B or above on the final course project. To assist the client in selecting a winning pitch, the instructor brought in four public relations practitioners from the community to offer constructive feedback on each team's product and pitch, as well as an informed perspective to relatively uninitiated clients.

Two student teams worked with Marion County on community relations work was meant to help the community acclimate to supporting an emerging travel and tourism economy, as well as the growth in support for the once controversial Pasaquan. Two student groups worked on travel and tourism public relations intended to help develop a larger brand for the county and town of Buena Vista, support materials to use in promoting the town and region, and a larger strategy meant to bring visitors into town and to push more capital into the community. Finally, two student groups worked with professor McFalls on cultivating a brand, marketing materials, and an effective strategy to promote Pasaquan as a visionary art venue with a variety of uses.

At the completion of the fall course, each of the winning bids were collected and held for the spring public relations management course, in which a team of 7 students were to work with the client to adopt the best of each project in executing a campaign that helped market Pasaquan and Marion County. The client (Marion County Chamber President Debby Ford) took the community relations strategies at the end of the fall course, and incorporated them in the community through her Chamber of Commerce.

While not part of the initial plan, the development and implementation of marketing materials prompted a student from the community in both courses to take on a role as a senior intern implementing the program with the client. She spent the final four months of her program of study working closely with the Chamber of Commerce in developing a new marketing strategy and executing on the initial stages of promoting Pasaquan and helping to continue bringing in new businesses and infrastructure to support the new travel and tourism economy.

Quality of Student Products: Winning When You Lose

In reviewing the projects, and considering the ultimate adoption of student materials, it was clear that the clients made effective use of drawing on both winning and losing team's materials and strategies. One clear example of this came in reviewing the Pasaquan teams' projects. One

team offered very strong graphic design and manuals for standards and practice, prompting the Art Department to adopt many of their designs in the logos for the venue's marketing materials. In contrast, the Art Department believed the losing team actually cultivated a much stronger perspective on Pasaquan's identity, the concept of visionary art, and the perspective of potential visitors to the venue. Accordingly, much of the naming and messaging that accompanies the logos of the first team actually come from the second team's book. This particular example demonstrates the relative strength of the work of both student teams engaged in a direct competition, and bodes well for competitive modeling in service-learning courses.

That said, there are elements that clearly posed a challenge for some student groups. In one group, it was clear that the inability to balance group dynamics and individual student egos limited their effectiveness in managing a challenging campaign. In another student group, an inattention to the quality of the writing and media produced in support of the campaign contributed to a superior research and strategy falling short against a better balance campaign pitch. Finally, one team's inability to communicate with the client for the duration of the campaign left them well behind their opponent with the client, making winning a pitch a very difficult prospect.

Even with the limitations on individual projects, the overall quality of the products were stronger than in previous campaigns courses, and helped yield a solid campaign execution in the spring semester. With the project quality discussed, we will shift our focus to the impact on community.

Impact on the Community and Pasaquan

While correlation is not necessarily causation, there are some very strong indicators of positive returns for Marion County and Pasaquan. In the case of Marion County, we see a community undergoing a strong revitalization to support an emerging travel and tourism economy. In each of the local businesses in the town square, the students' brochures and fliers are easily accessible to patrons, promoting both Pasaquan and the larger set of venues in place. To support an improved reputation for Buena Vista and Marion County, citizens have gone to work to clean up sidewalks and to fix storefronts. Most importantly, The unemployment numbers as of the last tally are down to 6.7% from the 9.0% after the Tyson plant closed (U.S. Department of Labor, 2017).

Pasaquan is showing promising early returns. On October 22, 2016, Pasaquan opened to the public and was transferred to the Columbus State University Foundation. At the opening, 2200 people attended the festivities from 34 states and 14 countries. In its first five weeks after the opening, 892 visitors came to Pasaquan, averaging 179 visitors a week on a 3-day weekly schedule. Visitors since the opening have traveled in groups from New York, Portland, Chicago, and Atlanta. Graduate students from Cornell, Wisconsin, Georgia, and Georgia State have conducted research on site, and it promises to host guest artists and provide source material in its archives to art students for years to come. In addition to several traveling exhibitions and a documentary on the restoration, the efforts of students helped the Department of Art solicit more than \$16,000 in fundraising in the first 5 weeks after the opening. With the early impact on Marion County and Pasaquan discussed, the paper will now address the impact on Columbus State University's students.

Impact for the Students

The project work in Marion County and Pasaquan brought a lot more than 28 public relations campaign and 8 public relations management students to the region and helped them develop industry-relevant experience and portfolio materials. According to Pasaquan director Mike McFalls, 120 students enrolled at Columbus State University have helped to advance the work in Marion County and Pasaquan over the last 2 years. The students come from Communication, Art, History, Geography, and English. The venue's plans for flexible use promises to bring students from the sciences, business, and other social sciences in addition to art students at Columbus State. In short, the project brought an intellectually diverse group of young talent together to facilitate solutions that will potentially help revitalize a community and elevate the profile of a unique cultural venue in rural Georgia.

Reviewing the University Mission

Looking back on the University Mission at Columbus State, some themes expressed in the most recent strategic plan were clearly in play on the Pasaquan project. Students were empowered to advance a neighboring community, clearly demonstrated in the work to help promote travel and tourism and to strengthen community relations in Marion County. Moreover, the promotion of Pasaquan had the expressed intent of bringing an international community of artists to Marion County and Pasaquan, serving the mission to advance a global community.

Speaking to excellence in teaching and research, the application of service-learning offers an innovative approach to not only provide students with an interactive, pragmatic form of learning that effectively assists them in applying concepts in work with an organization. Moreover, the outcome of the project is leading to scholarship on teaching and learning that will enhance the practice of teaching in public relations and related communication courses.

On the topic of cultural enrichment, we see a clear example of helping communication students cultivate public relations campaigns that take into account not only the culturally rich aspects of Pasaquan, but also accounting for the local culture of Marion County and Buena Vista on the related campaigns promoting and enhancing those communities.

Finally, the project itself is a clear example of service to the region that ultimately advances a private-public partnership. Prior to the Pasaquan project, the relationship between Marion County and Columbus State was limited to the occasional field trip or education major working in the local school district. In the aftermath of the project, students in multiple disciplines now work on various projects in the community and this relationship enhances both Marion County and the university, providing a best case example of a mutually beneficial private-public partnership.

Discussion

Literature in service-learning tells us about the value of the practice to individual students and teachers, and the larger view of the benefit to organizations, communities, and the university's original purpose and strategic mission. This case is an example of a project that helped advance the university mission while creating opportunities for students in multiple disciplines to build portfolios that will make them marketable, all while improving economic prospects and the

profile of a visionary art venue and strengthening a community's buy in the process.

The concerns posed about service-learning as a time consuming and labor intensive process certainly hold true here. The public relations instructor invested the better part of a year in research and relationship cultivation on site in Marion County with community members, in meetings with faculty in other departments, and in the development of a project design that would facilitate students with the opportunity to meet community needs. The intent of this paper, however, is to illustrate the long-term value of the advance preparation and effort to advancing the students, community, and potentially the faculty member's research endeavors. This project prompts further inquiry into the measurable impact of competition on service-learning, and further study of the ultimate impact of the service-learning projects on Marion County, Buena Vista, and Pasaquan.

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An Innovative Approach to Tackling Tough Social Issues in the Classroom

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Introduction

Courses that fall under the social sciences such as those within the discipline of communication often address topics of a somewhat sensitive nature. Professors must find ways to usher in these discussions in the classroom environment without appearing bias or over opinionated in an effort to allow students to feel that they are in a safe and welcoming space. This paper provides some concrete examples of how four professors at a liberal arts university use creative techniques as an avenue to tackle relevant social issues that can often be difficult or simply uncomfortable conversations. These professors are using innovative approaches that allow students the freedom to express themselves while engaged in robust dialogue, projects and exercises designed to address current issues.

Using the “Heterosexual Questionnaire” in the classroom

The “Heterosexual Questionnaire” (see Appendix) wants to force students to articulate their own heterosexuality and it suggests that the seemingly normalness of being heterosexual is comparable to the normalness of being homosexual and that not having our society suggest your sexuality is a choice is a privilege. This type of device enables “people to see that they are not neutral; instead, everybody is implicated in the process of reinscribing particular essentializing or constructivist positions relating to sexual and gender identity” (Rasmussen, Mitchell & Harwood, 2007, pp. 105-106). The authors also state that the tool can be used to “provoke debate, requiring students and teachers to consider how particular tropes of identity become fundamental to people’s conceptions of individuals and groups within their culture” (Rasmussen, Mitchell & Harwood, 2007, pp. 105).

However, the answers to the “Questionnaire” from students who take the survey don’t always reflect a renewed understanding of the assumptions within heterosexuality. Having assigned this set of questions to several sets of students I started seeing answers to the question of “When and where did you decide you were a heterosexual?” include: 2nd grade?; When I was smaller; When I was little, I guess; During elementary school; As a child; Probably when it became relevant to pick a sexuality in my 20s; 5 years of age I knew I was attracted to women; When you decide what you’re attracted to; At school; Sometime. Clearly these answers are not what the survey is hoping for as a response.

Rasmussen, Mitchell and Harwood warn of this possibility. They advise that we have to consider “what happens when the joke implicit within the Heterosexual Questionnaire ‘fails’ or is taken too literally?” (2007, p. 107). What happens if this question inspires students to actually try to nail down the moment when they “chose” their sexuality?

These answers suggest that instead of reflecting on the idea that heterosexuality has always been a part of their lives and is not something you get to choose; the students instead appear to be remembering perhaps the moment in their lives when they first experienced opposite-sex attraction. In this case the danger seems to be that instead of disrupting the notion that sexual preference is a choice the “Questionnaire” reifies the belief on the part of these students that it’s a choice and that they can actually point to the moment when they made it. Because of this, does the “Questionnaire”, instead of allowing students to recognize that “the heterosexual/homosexual binary is passé,” rather “reinforce the heterosexual/homosexual binary” (Rasmussen, Mitchell and Harwood, 2007, p. 107, p. 110)? If we intend to use a tool like “Questionnaire” in a communication classroom to address LGBTQ issues we have consider all of the possible outcomes and be prepared to address those with our students. These questions seem lighthearted and obvious but to some students who still believe that homosexuality is a choice will answer these questions literally and miss the whole point of the tool.

Social Issue PSA Usage

In Lentricchia’s (1985) *Criticism and Social Change*, the idea of taking action and implementing social change hinges on learning “political action and any philosophy that insists on the potential efficacy of the fully engaged life” (p.115). In order to introduce my students to the concept of “a fully engaged life,” the professor introduces the lower-level Perspectives of Persuasion class and upper-level Documentary Film classes to Public Service Announcements.

Teaching PSA’s helps tackle tough social issues in the classroom. Students are assigned Public Service Announcements and are then challenged to work in a group atmosphere to create local, campus-wide PSA campaigns that aim to engage them to solve a problem on campus. Selected readings from *Criticism and Social Change* are used to establish a baseline of terms such as culture, diversity, subject and action.

Students’ study the impact of various Public Service Campaigns such as the “Just Say No” anti-drug campaigns of the 1980’s to the current texting and driving campaigns by the Florida Department of Highway Safety. The professor has students research specific campaigns and learn to analyze the campaign messages for effective audience impact. Often students want to discuss campaigns that focus on large societal issues such as drug use, gang violence, global warming, and cancer. After studying the effectiveness of national PSA campaigns, students are assigned a project where they must work in a group to write, develop and produce a local, grassroots PSA campaign regarding an issue on campus. The goal is to engage the students in activism at a very local, grassroots, and on-campus level. Students create (write, shoot, edit) short 30-second PSA ad campaigns using Monroe’s Motivated Sequence that help them with establishing a need, satisfaction, and visualization for solving the problem they address. Over the last two years, students have created successful PSA campaigns regarding recycling on campus, texting and walking, and litter prevention. By introducing and teaching the idea of nationwide Public Service Announcements in the class, students get involved on a very local level by having them focus on issues that concern them and that they want to see changed on their campus.

Establishing Boundaries in an Intercultural Communication Course

While teaching courses centered around argumentation and intercultural communication, the question of how to integrate tough social issues into the course discussions. Controversies

related to social issues are nearly inevitable. However, how to deal with these topics when they do arise is a trickier matter. When faced with strong opinions regarding tough social issues, students may react negatively by avoiding the discussion, forcing their views, or reacting defensively. Therefore, I implemented a student generated assignment in an attempt to alleviate the anxiety surrounding these discussions and to garner involvement from students. During the first week of classes, I assign the class the task of creating together a "class permission slip." The goal of this assignment is to give the students a level of control and buy-in regarding the communication of the class, creating a safe and supportive learning environment in which students feel comfortable enough to risk critically engaging arguments on sensitive subject matter.

The idea of a class permission slip is not a concept unique to my classes, but I intend to show how this iteration of the idea works well in establishing a positive pedagogical environment for tackling tough social issues in communication courses. The basic design of the assignment asks the students to generate ideas to finish to sentence fragments: "In this class I have permission to..." and "In this class we will...." When introducing the permission slip activity, I generally ask the students to come back the next class period with a couple ideas for each statement. Also, giving the students one example for ending each statement gives them a general idea of the types of statements that could be included. In my intercultural communication course, I provided the statements, "In this class I have permission to be wrong" and "In this class we will respect others."

The following class meeting, students were asked to give their ideas. Some ideas will likely be repeated and/or may be combined into a single statement that encompasses both ideas. Discussion about the appropriateness and/or workability of statements is encouraged. For example, during my class last semester, one student proposed that we avoid arguing over issues concerning the presidential candidates' platforms. After some discussion, the class concluded that they would rather have the permission to discuss *any* issue pertinent to intercultural communication, which may indeed include such political platform issues. Another student suggested the statement, "In this class we will not be judgmental." This statement, likewise, was altered significantly because the class reasoned that sometimes we must make judgment calls about the appropriateness of cultural phenomena. Instead, the class ended by generating two statements: "...we will assume good intentions" and "...we will have an open mind." The entire process of generating the statements usually takes around thirty minutes. Once the class agrees upon the list of statements, the list is then printed and distributed to all students during the following class period. Students are asked to sign the form as a symbolic gesture of good faith and to keep the permission slip in a folder dedicated to the class, which they will bring to all future class meetings.

The benefits of the permission slip activity lie in the act of having the students generate the parameters of their discussion themselves. As the professor, I sometimes steer the conversation, but mostly attempt to keep my own additions limited to the first sample items on either list. Many similar permission slip style assignments ask the students to simply sign a prearranged form with statements generated by the instructor. Having the students generate the list potentially allows for a greater sense of control on the part of the students. Further, students often generate items I would not have expected, given their own individual trepidations. Additionally, the process of coming to agreement on how to communicate about sensitive subject matter better mirrors the lack of certainty and control that one may encounter when discussing these same topics later in the semester. Finally, the permission slip often comes in handy when the discussions get uncomfortable later in the course. If a conversation gets tense and/or students seem to be avoiding discussion, the instructor may ask them to refer to the permission slip (which should be with them in a folder) and point out statements that they

agreed to at the beginning of the course. Since I have implemented the permission slip assignment, I noticed an increase in the willingness of students to engage each other in discussion on tough social issues and recommend using a similar activity for any communication class that inevitably broaches these types of sensitive subjects. Below, I have included a sample permission slip generated by my intercultural communication class during the fall 2016 semester.

In this class I have permission to...

1. Be Wrong
2. Speak
3. Learn and/or Change
4. Challenge Ideas Respectfully
5. Bring Up Any Cultural Topic

In this class we will...

1. Respect Others
2. Assume Good Intentions
3. Have an Open Mind
4. Stick to Issues, not People

Tackling the News in News Writing

Students in an introduction news writing and reporting course are not only being taught the basics of journalism, but also that journalists need to be in a sense a “jack of all trades, but master of none”. In order to report the news, it is beneficial to stay abreast of all the major news stories being reported. It is not necessary to know everything about every topic, but journalists should be well aware of the major events happening around the world, particularly in their immediate geographic location.

One way to get students to develop a habit of seeking out relevant news stories that often cover social issues is by having them report on a current news event each week. Students are required to find a current news story from a credible news outlet and brief the entire class in about 2 minutes or less. Students often summarize news stories that address social, economical or political issues facing the country at the time. What the professor has observed during these briefings, which often lead into robust discussions among the students, is that the students own personal biases, prejudices, and beliefs will come forward. This then leads to the students having to defend their position on a subject. The professor manages to facilitate the discussion without interjecting his own personal opinion or bias into the discussion as a way to keep the students engaged while steering them in a direction of critical thinking about the topic.

At the start of each semester the professor establishes some ground rules that apply to discussions in the class room. The two main ones being: 1. What happens in class stays in class, unless it will cause harm to someone and 2. No topics are off limits if they are newsworthy. By setting these foundational rules students can go into the semester knowing they have complete support from the professor while they are within the walls of the classroom to express themselves and share their ideas in a safe space.

For example, one particular story that has garnered nationwide media coverage is the Executive Order regarding immigration and the deportation of immigrants with a criminal history. The new presidential administration is no stranger to controversy and media attention, and journalism students find these stories to be quite interesting. One female student, in particular, briefed the

class on a story about the federal government going to the homes of people who were immigrants and taking them into custody because of a criminal record for something as minor as a speeding ticket. The student was adamant that she supported the executive order and expressed those immigrants who were in the country illegally or who had any criminal history should be deported. Her comments opened the flood gates for students who were against the order and therefore created a tense but spirited debate among the students. As the facilitator, the professor used the opportunity to bridge the topic of immigration and how reporters have to separate their biases and feelings from the story their reporting. This helped students broaden their way of thinking by removing their own preconceived ideas of what is right or wrong and look at it from both sides, which in turn will allow them to write an objective story about these types of issues.

The professor uses the following 10 tips to facilitate discussions on sensitive topics (Moore & Deshaies, 2012).

1. **Set the stage** – as mentioned earlier this is established the first day of class by informing students they have free reign to discuss any topic that is relevant and newsworthy. But also informing them that what is addressed in class stays in class to ensure them that they have a safe space to engage in discussion on topics that they have strong opinions.
2. **Know yourself** – the professor needs to acknowledge internal biases and be sure not to allow those to overshadow the class discussion, particularly when sensitive topics are being addressed.
3. **Recognize the diversity in the classroom** – recognize that each student brings a unique set of experiences to the classroom, regardless of race. Use their background as an asset to facilitate dialogue.
4. **Set a framework and objective** – be sure to connect the discussion to the curriculum and keep the discussion focused toward the lesson at hand.
5. **Provide a common base for understanding** – use outside sources as a way to keep the discussion focused. Current event news stories for example.
6. **Be an active facilitator** – the professor should be an active participant and clarify, correct or offer more information in an effort to drive the discussion forward without dominating the discussion.
7. **Foster civility** – a robust discussion can often times lead to tension and even personal attacks. The professor should facilitate an environment of respect for all points of view so students feel safe enough to engage in the discussion and not be placed in defensive mode.
8. **Deal with tense moments** – if/when discussions become tense, use them as a teaching moment.
9. **Summarize** – sometimes it helps to summarize the main points from the discussion, especially when there are moments of tension.
10. **Reflect** – give students an opportunity to reflect on the discussion and think about viewpoints that may be different their own. This allows them to analyze their own thoughts and opinions in relation to others in the class.

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APPENDIX

Heterosexual Questionnaire

1. What do you think caused your sexuality?
2. When and where did you decide you were a heterosexual?
3. Is it possible this is just a phase and you will out-grow it?
4. Is it possible that your sexual orientation has stemmed from a neurotic fear of others of the same sex?
5. Do your parents know you are straight? Do your friends know- how did they react?
6. If you have never slept with a person of the same sex, is it just possible that all you need is a good gay lover?
7. Why do you insist on flaunting your heterosexuality... can't you just be who you are and keep it quiet?
8. Why do heterosexuals place so much emphasis on sex?
9. Why do heterosexuals try to recruit others into this lifestyle?
10. A disproportionate majority of child molesters are heterosexual... Do you consider it safe to expose children to heterosexual teachers?
11. Just what do men and women do in bed together? How can they truly know how to please each other, being so anatomically different?
12. With all the societal support marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexuals?
13. How can you become a whole person if you limit yourself to compulsive, exclusive heterosexuality?
14. Considering the menace of overpopulation how could the human race survive if everyone were heterosexual?
15. Could you trust a heterosexual therapist to be objective? Don't you feel that he or she might be inclined to influence you in the direction of his or her leanings?

16. There seem to very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to.

17. Have you considered trying aversion therapy?

Commander, Mediator, Executive, or Adventurer?: Using the 16Personalities Test in the Small Group Communication Course

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Introduction

As Adams and Galanes (2014) point out, groups must manage personality differences to function effectively. Students in the small group communication course may not have much awareness of how their own personality type can impact how they work with a group. Finding ways students can increase their knowledge of their own and group members' personality types can be a fruitful class exercise.

A typical way to facilitate exploration of student personality types is to administer the Myers-Briggs Type Indicator® (MBTI®). The purpose of the MBTI® is to:

...make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment. (The Meyers and Briggs Foundation, n.d.)

The MBTI® sorts for the dichotomies of extraversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving (Development Edge Consulting Ltd., n.d.)

The MBTI® is a well-regarded instrument for this type of testing. However, administration of the MBTI® to assess your students' personality types may present a challenge in terms of class time and accessibility as the test is fairly lengthy and it is recommended the test be given by a certified administrator. There also may be a fee to take the inventory.

If your goal is to help spur students on to think more deeply about their personality type and how that may impact their interaction with others in a group, an alternative to the MBTI® is the 16Personalities quiz which can be found at 16Personalities.com.

The 16Personalities inventory is inspired by the Jungian theory that underpins the MBTI® but also incorporates additional lines of thought. According to 16Personalities (n.d.), the short quiz explores five personality aspects: mind (how we interact with our surroundings), energy (how we see the world and process information), nature (how we make decisions and cope with emotions), tactics (our approach to work, planning, and decision-making), and identity (how confident we are in our abilities and decisions).

An appeal of the 16Personalities quiz is it is quick to take, free, and sorts respondents into four easy-to-understand and easy-to-remember categories: analysts, diplomats, sentinels, explorers.

These four categories are then broken down into finer-grained personality types. The sentinels category, for example, includes the logistician, defender, executive, and consul personality types.

The Assignment

Incorporating the 16Personalities quiz into a written course assignment can give students the chance to not only reflect on their own personality type and how it may impact group functioning, but also review important course terminology. An example of how these two goals can be blended into an assignment is highlighted in the Appendix.

Prior to assigning this paper, the instructor should cover the concept of personality in terms of small group communication. This can be done through class lecture, discussion, and/or class activity. Before explaining the 16Personalities written assignment, the instructor can remind students that inventories of this type are intended for personal exploration and may not be scientifically accurate indicators. Also, our own perceptions may not line up with how others perceive us. The goal is to get students reflecting about their personalities but also allowing room for students to agree or disagree with the 16Personalities quiz results.

The first part of this assignment asks students to take the 16Personalities quiz and note the specific type they were assigned. The second part of the assignment consists of seven question areas. These question areas can be reduced or expanded to suit individual courses and varied course content.

The first question asks the student to note the personality type they were assigned and to reflect on whether they believe this type resonates with them. Students are given an option to choose a personality style they believe better reflects them if they are not in sync with the type that was originally assigned by the quiz.

The next five questions ask the student to define specific course terms and apply them to their own group preferences and experiences. This gives the instructor a chance to check for student understanding in terms of key course concepts. It also allows students to foster application skills in relation to the material.

The final question asks the student to look over all 16 personality types on the 16Personalities website and note which other personality they believe they have the most success working with and which other personality they find it most difficult to work with in a group. The student needs to support each of their responses.

The first and final questions work well as class discussion-starters when the papers are turned in to the instructor. The instructor may ask students to reveal their personality type or even have other classmates guess to see which personality type belongs to a particular student. Talking about what other types one may work well with and not work well with lends itself to students providing specific examples of triumphs and challenges they have encountered in groups.

This assignment provides a launching pad for exploring personality type and its intersection with group dynamics. The assignment in the Appendix is one possibility of how the 16Personalities quiz may be used in a small group communication course. Instructors will want to explore other ways they can use the quiz to facilitate stronger understanding of how personality type can impact how one interacts in a group. This discussion can lead to students recognizing that not all of

us approach group work in the same way and being aware and adaptable to personality types can foster stronger group efficiency and cohesion.

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Appendix

Profile of Your Group Communication Style Paper

Part I

Use the following link to take the free 16Personalities quiz:

<https://www.16personalities.com/free-personality-test>

Make sure to note your personality style and review the characteristics of the style. You will refer to this style in Part II.

Part II

Please answer the following questions about your typical group communication style. Your paper should be typed and double-spaced. All aspects of effective writing (spelling, grammar, appropriate style) will be expected to be present in your paper. Evaluation of this paper will be based on your ability to convey your understanding of text and course concepts; your ability to respond to the full extent of each question; and your ability to convey your thoughts clearly and professionally in writing.

1. What personality style was assigned to you by the 16Personalities website? What are two strengths and two weaknesses of this personality type? Do you find this personality test result “resonates” with you? Why or why not? If you believe this personality assessment is inaccurate, please choose the personality type on the site (<https://www.16personalities.com/personality-types>) that you believe best fits you and note your switch.
2. Chapter 4 features the concept of “code switching.” What is code-switching? Are you likely to code switch? If so, in what situations are you most likely to do so? If you are not likely to code switch explain why you do not. How does your likelihood and/or skill at code switching relate to your personality type? Do you believe you would benefit by learning to code switch more often or by learning to code switch less often? Why?
3. Think back to your participation in secondary groups. Of the six categories of nonverbal communication, which category do you think you excel at most in terms of nonverbal communication? Provide an example. Which category do you think needs the most improvement for you? How would improving this skill positively impact your group interactions?
4. What is the difference between primary and secondary tensions in groups? Provide an example of a time you were working with a group and one of these tensions was present. Make sure to note if the tension is a primary or secondary one. Do you find your 16Personalities personality type plays a role in how you handled this tension? If so, explain how. If not, explain why you think your response differs from what is expected.
5. What are the five stages of group socialization? Which phase do you find most challenging when you work with a new team (like your chapter presentation team in this class)?

6. What are the three major types of roles people tend to play in groups? Which role do you find yourself most playing? How do you think this relates to your 16Personalities personality type (or does not relate)?

7. For fun and personal exploration...Review all the personality types on the 16Personalities site (<https://www.16personalities.com/personality-types>). Which other personality do you think you have the most success working with in a group? Why? Which other personality do you think you have the most difficulty working with in a group? Why?

COMPETITION BREEDING QUALITY: EVALUATING THE IMPACT OF COMPETITION ON THE PUBLIC RELATIONS CAMPAIGNS COURSE

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Abstract:

Scholars in Public Relations pedagogy have provided a strong body of research on the impact of service learning, community partnerships, and applied learning in general on campaigns, writing, and production courses common to the Public Relations curriculum. Rarely explored, however, is the impact of competition among student groups within a public relations course on the quality of campaigns, student experience, client satisfaction, and achievement of learning outcomes. The paper will present an analysis, consisting of a comparative analysis of campaign courses that employed competitive and non-competitive campaign course models to demonstrate the impact of incorporating competition within public relations courses.

Introduction:

Since the 1990s, public relations pedagogy consistently employs the use of service learning in the delivery of course content in the upper division and capstone courses pertaining to public relations management and campaigns. Research on the practice demonstrates professional and educational benefits among students. The core reasoning behind the adoption of service learning relates to the need of students to develop professional practice with clients, as well as the need to cultivate a professional portfolio. Scholars are adapting the practice beyond the capstone course in professional writing courses (Wandel, 2005), introductory public relations courses (Wilson, 2012), and even as a bed rock pedagogical approach for an entire public relations curriculum at institutions (Morton, 2003).

More broadly speaking, early scholarship in service learning and its effects on students clearly articulate benefits in a variety of areas (Bingle & Hatcher, 1995; Eyler & Giles, 1999; Kuban, O'Malley, & Florea, 2014). Service learning proponents indicate that service learning is more effective application of core concepts and principles than if simply provided in a classic lecture model (Gray, 2005), that it is an engine for strong professional development and civic development (Lewis, 2002), and it even is a natural extension of the philosophy of John Dewey (1933, 1938). Returning to the subject of public relations education, however, other elements of public relations practice remain largely unexplored. One of these elements, with the exception of one study (Rentner, 2012), is the added element of competition among teams within a public relations campaigns course.

This paper is a comparative analysis of four different public relations campaigns courses. The first two course sections (2012 and 2013) made use of a traditional campaigns model in which teams worked with different community partners, with mixed results. The second two courses

(2014 and 2015) adopted a competitive model of service learning, in which student teams engaged in head-to-head bids for a win and the top score with each client. The results produced were stronger in terms of student production, cultivated professionalism, and client perceptions of student products. We begin with a brief review of pertinent literature on service learning, public relations pedagogy, and competition.

Literature Review:

Stated previously, service learning became a broadly accepted part of public relations education in the 1990s (Bourland-Davis & Fall 1997; Daugherty, 2003). To set the context for a broader audience, we will begin by defining service learning before addressing some of its benefits to students and discussing the rarely explored concept of incorporating professional forms of competition in the classroom.

Service Learning Defined

Bringle and Hatcher (1995) define service learning as a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 112). Often, service learning is identified as a process of development or for creating knowledge where students are given opportunities to transform the information they receive from their experience and make sense of it within the theoretical framework of their academic course material (Kubin, O'Malley, & Florea, 2014).

Service learning is not volunteering, practicums, or internships but maintains a high level of academic integrity combined with a means of experiencing the material in a way students come to see that the content of classroom lectures holds true problem solving potential for real-live societal problems (Bringle & Hatcher, 1995; Giroux, 2010; Twenge, 2013).

The day-to-day operationalization of the term, service learning, often involves extended student learning opportunities that continue outside of the classroom that provide students practical ways to apply theory and classroom concepts. Often this occurs with a community agency. Despite various definitions, service learning is seen as a way to extend learning beyond the classroom into the community (Bringle & Hatcher, 1995), as a "real-time collaboratorium" of faculty, students and local community (Kuban, O'Malley, & Florea, 2014, p. 31) that renews student interest in course content as they apply course concepts to solve real-world problems (Bringle & Hatcher, 1995).

Practical Value to Faculty, Students, and Community

Faculty members often receive student complaints that course content has little to do with real life and, thus, is devoid of any practical value. Service learning components, when embedded into curriculum, can add the level of relevance that students perceive as missing from curriculum. Research suggests that incorporating service-learning component into their curriculum increases levels of faculty satisfaction not only with course content but also with student learning outcomes (Bringle & Hatcher, 1995; Kahn, et al., 2000). Through the service learning experiences, students identify

with course concepts, find the course material relevant to real-life situations, and become more knowledgeable in the theoretical course content and more confident in the application of that content as they apply both in the service learning experience. The service-learning model also provides faculty means of going beyond the basic instruction that provides a skeleton concept of the work to be performed with the agency, but it also allows faculty and students the opportunity to engage in deeper learning as they explore alternative applications for applying course content outside of the classroom (Bringle & Hatcher, 1995).

Adopting a service-learning model can help meet real needs of community agencies that include expanded capacities – both human and resource – of local agencies (Basinger, 2015; Fletcher, Rousell, Worrell, McLean, & Baydala, 2012); mitigate the dearth of resources in rural and otherwise, underserved, populations (Auld, 2004; Basinger, 2015; Hall, Lasby, Ayer & Gibbons, 2009; Miller, 1991); and build vital sustaining partnerships between faculty, students, university and the community (Fletcher, et al., 2012). Research suggests that the reciprocity is one of the strongest predictors of successful partnerships resulting from service learning opportunities, where each stakeholder gains from the experience with an equitable exchange of resources (Cruz & Giles, 2000; Jacoby, 2003). As such, service learning provides community agencies view students as knowledge, skill, and human resources they need but could not afford. In turn, students view the community agency as experience and professional network providers – both of which can be helpful in the job search. Effective service learning partnerships encourage mutuality, shared resources and accountabilities, where each service-learning stakeholder contributes resources to help the others (Basinger, 2015; Honadle & Kennealy, 2011). Additional research suggests that service learning helps build levels of confidence in content and practice (Basinger, 2015; Kahn, et al., 2000).

When viewed as such, the service learning experience and learning can be most rewarding for the faculty member as much as it is for the student. One of the many positive outcomes of service learning is that faculty members can incorporate these opportunities, that often come from their own personal involvement in the community, to help students experience first-hand how vital and relevant course content can be to meeting needs in the community (Bringle & Hatcher, 1995). Faculty can draw upon a growing body of quantitative and qualitative research literature that points to increased content knowledge and levels of awareness and engagement resulting from service-learning components embedded into course curriculum (Honadle & Kennealy, 2011; Kahn, et al., 2000; Kuban, et al., 2014). Furthermore, research suggests that service learning experiences “enhances student’s academic development, life skill development and sense of civic responsibility” (Astin & Sax, 1998, p. 251).

Value of Service Learning to Public Relations Pedagogy

Scholarship on service learning integration in the teaching of public relations suggests some tangible benefits to the holistic and professional development of college students. Daugherty (2003) explored the value California State University-Long Beach students enjoyed after the public relations program at her institution adopted service learning in not only the campaigns course, but also in the internal communication, external communication, and the public relations publications course. She found that throughout the courses, students enjoyed healthy client relationships with community partners. For clients, the working experience with students was productive and beneficial to the organization, leaving them interested in future partnerships.

Bollinger (2004) detailed a small class’s work on cultivating a five-year strategy on behalf of a local chamber of commerce. While the formal plan’s write up fell to the instructor, students

engaged in the research, data collection, and strategy sessions that generated the final document over the semester-long course. In addition to students expressing a strong sense of value in service learning, Bollinger also noted that students refined group, organizational, and interpersonal communication skills in the process of completing the project, as well as practicing public speaking skills as part of the formal presentation to the client at the end of the term.

Wandel (2005) assessed the value of using service learning in a public relations writing course to determine if the application of additional effort in course design and implementation elicited the kinds of benefits her students appreciated. In her results, she noted that the students expressed concerns over the additional work that come from collaborating with community partners. Traditionally strong performers in the class who assumed leadership roles expressed concerns over having to carry the load for the team, rather than being able to rely on the group. Students, however, found benefit intangible portfolio materials and inspiration in working with the nonprofit organizations with which they worked. Wandel (2005) noted the one consistent element expressed by students was a desire for a stronger mechanism of individual evaluation in addition to the group project grade.

Wilson (2012) found value in service-learning for public relations students' critical-thinking and problem-solving skills. Through pre-test and post-test analysis, she found significant progression across a variety of skills, most significant of which was in identifying new information needed to solve a problem and creative thinking to support problem solving. She notes that while the skills refined in a service-learning course can be beneficial for all college students that the skills highlighted are of particular value to those interested in entering a dynamic, challenging field like public relations.

The Value of Competition in Public Relations Courses

Recent scholarship on service learning in public relations education put the focus on the value of other professional pressure, specifically competition. As a concept, competition has gone largely unaddressed in public relations and service-learning literature. Early scholarship on competition in the classroom explored it as a means for motivation (Clifford, 1972), task accomplishment (Lowell, 1952), with little consensus on findings which demonstrate the value of incorporating competition in the classroom (Dowell, 1975). Rudow and Hautaluoma (1975) noted that competition could be a strong social motivator, with both positive and negative consequences.

Literature within public relations and communication pertaining to the impact of competition remains largely unexplored, with the exception of Rentner's (2012) examination of campaign competition among classes at different institutions during the course of two semester-long courses working for one client: The Ohio Tobacco Prevention Foundation. Over the course of two years, Rentner explored the student motivation to succeed, the quality of the work produced, and the pride expressed in a job well done through the critical analysis of student evaluations and service-learning journals produced by students. In terms of motivation to succeed, students all expressed a high motivation to succeed and did so by putting the focus on the client, deadlines, and the work of competition at other institutions, rather than their individual evaluation. Students expressed a high desire to produce quality work in light of the competition taking place with other institutions, routinely citing the products of the competition in contrast to their own when citing concerns over product. Finally, students mitigated complaints about the time-consuming nature of campaigns work by acknowledging the pride they took in seeing

finished project work and the final event they helped coordinate and run, as well as a sense of pride in their own university.

While Rentner's work offers a model for a broader program among institutions that effectively implements service learning to the benefit of students in a public relations curriculum, what is lacking is additional scholarship reviewing the actual products of students, and exploring the impact of competition within a public relations classroom in seeking the approval of a client. Moreover, no scholarship on pitching clients exists in the current public relations education literature. This paper answers Rentner's (2012) call for exploration of the impact of competition on the work produced in a single public relations campaigns classroom employing a service-learning format.

Research Questions:

Based on Rentner's (2012) intercourse analysis as the model for testing the value of competition within a single public relations classroom, the researchers consider the following research questions:

RQ1: What is the quality of the product delivered to the client?

RQ2: What is the client perception of working with the student group(s) assigned?

In addition to Renter's original focus, the researcher is also exploring the overall student perception of the class, which prompts the following research question:

RQ3: What are the students' evaluation of the public relations course with and without the competition element?

Methods of Analysis

The researcher is adopting a mixed method approach to analyze the products, client perceptions, and students' assessments of the courses.

To assess the quality of the products produced, the researcher revisited the campaign books produced in all four classes. There were three in the 2012 course, three in the 2013 course, six in the 2014 course, and six in the 2015 course. The research evaluated the design aesthetic of each projects' mock ups, the quality of student writing, the public relations logic and application of principles of best practice, and the quality of the research employed.

To evaluate the client perception of working with the student groups, the instructor asked each client to provide frank assessments of each team at four separate points in the semester, as a means of evaluating client relations and meeting needs. The researcher reviewed on this basis to assess the quality of each team's effort to (1) find common ground with the client, and (2) producing work that meets client needs.

Finally, to evaluate the student perspective on the course, the research reviewed the student

evaluations provided for each of the four course sections. In addition to 10 standard questions asked of students at the university to answer for all instructors, the research asked students in the free response sections to comment specifically on the elements that they most enjoyed and to offer perspective on the elements that they would like to see change.

With the means of analysis established, the paper will now briefly discuss how the design of the four course sections.

The Course Designs

The instructional presentation of content across all four sections of public relations campaigns held true. The first eight weeks of the course, students began with some light remediation on principles of best practice in public relations, including a review of and thorough discussion of the application of RACE PR (Cutlip, Center, & Broom, 2006), ROPES PR (Kelly, 2001), and the four models of Public Relations Communication (Grunig & Hunt, 1984). The instructor covers assignment-specific elements in research, campaign planning, campaign execution, evaluation, book production, and client pitching throughout the term as well. The instructor held lectures one day a week, with an in-class work session the second day in which the instructor visited with each team and discussed the weekly progression of their projects.

The second half of the course moved to a more team-driven form of applied learning. Each team would be engaged in the campaign process and rather than hold formal lectures the professor had one mandatory team meeting each week and the teams were to have a mandatory client meeting in lieu of a second lecture session each week, as well.

The fundamental difference in the 2014 and 2015 course sections of public relations campaigns was the migration from a traditional team-client dynamic where the sole focus was production on deadline, the instructor decided to employ competition towards a campaign pitch rather than a full execution and evaluation process. Whereas three student teams of 6-8 in a class size of 18-24 for three local nonprofit organizations was the framework for the 2012 and 2013 sections, the growth in popularity of the class to roughly 28-30 students enabled the instructor to adopt a competitive model of 6 student teams, consisting of 4-5 members. The instructor then identified three community partners, and assigned two student teams to each client based on student team interest in working with each client.

In a move meant to minimize disparity in student skills and aptitude, and to enhance the parallel with a “real world” working environment, the instructor moved to assigning the student teams on day one of the course. Students were reminded that when they are hired to a public relations firm, the agency directors assign you to specific account teams based on individual student skills.

To control for concerns about one team member carrying all of the work (Wandel, 2005), individual team members had to provide two metrics of accountability. The first was a bi-weekly peer review of their peers on the team, which the instructor maintained as a weekly assignment, and used to frame the team meetings each week. The second was an individual portfolio turned in at the end of the term, which contained a cover letter, resume, and 10 individual project items that were a part of the team project. Peer evaluations and the portfolio comprised 15% of the students’ overall grade. In essence, a good team performance would not account for team members who were not active, productive contributors on their teams.

At the end of the 15 week term, students submitted the team campaign books, and performed professional pitches for each of the three clients in head-to-head sessions, akin to standard practice for public relations, advertising, or marketing firms. To assist relatively inexperienced clients with determining the quality and long-term value of the student projects, the instructor invited a team of four local practitioners with experience in healthcare, nonprofit, corporate, and public sector public relations to provide insight on the overall quality of the materials produced and strategies proposed.

At the end of three one-hour sessions, the instructor announced the winners of each competition. The winning teams earned automatic "As" for the project, while the losing teams were subject to thorough instructor evaluation. The projects comprised 55% of the overall student grade, so the competition carried high incentive value for each student team. With the design of the course laid out, the paper will now address each of the research questions posed.

Reviewing Student Products

Overall, the formal review of campaign books in 2012 and 2013 against the 2014 and 2015 campaign books yielded clear overall improvement in organization of the books, attention to detail, and adherence to public relations logic. In the 2012 and 2013 books, it was clear that in the effort to satisfy client needs, students let go of either a RACE PR or ROPES PR model of practice in favor of a client-specific text. Also apparent was the relative disorganization of some student team texts, even after careful instruction on campaign book organization. Graphic design, media production, and attention to specific core elements of best practice in public relations are inconsistent among the six books presented. In fact, the two highest scoring teams in the 2012 and 2013 courses were the only teams that attended to these considerations.

There is a clear improvement in the 12 2014 and 2015 campaign books reviewed. Student teams delegated design work and public relations strategy more effectively among team members, which yielded a stronger product for students to submit to the client, in general. Student teams made effective use of integrated media strategies. Specifically, the strategic application of video production, social and digital media messaging and distribution, and more precise event planning in support of the media production produced on behalf of the client partners. The general organization of the books was also largely much cleaner, with only two of the 12 books earning poor marks for the application.

Some elements did remain problematic, even with the application of competition to the campaigns course model. The quality of student writing was largely inconsistent with the exception of a few top-notch writers who took the editorial role on the campaign teams. Student research was more effective in employing secondary research sources, but suffered when students had to adopt primary research in filling knowledge gaps about the clients and strategic publics or to engage in incremental or summative evaluation of the project work.

One interesting element that was largely inconsistent in both competitive and noncompetitive public relations campaigns models was the application of stewardship (Kelly, 2001) with the client and on behalf of the client with strategic publics essential to the campaign. In two instances, the critical attention to client and publics, specifically in terms of stewardship made an essential difference in determining the winning bid in the competitive campaigns courses.

Client Reception of the Teams and Products

In reviewing the comments of each client over the four course sections, it is clear that the competitive model encouraged a larger body of student groups to engage in two-way dialog with the clients throughout the campaign process. In the 2012 and 2013 courses, it was clear that the strongest teams adhered to Kelly's (2001) argument for the value of stewardship in public relations. That said, it was largely absent from most of the team projects. Of the six student projects reviewed, only two really adopted the core principle of stewardship and merited the comments from the client reflecting this. While the majority of community partners expressed a sense of appreciation for the assistance, one 2013 community partner offered this perspective on the work of the student team:

"I could spend more time reviewing the group and it's performance; however, I wanted to tie the final assessment back to the actual written agreement between Client and Consultant. With that said along with other documentation of events throughout the course of the semester, my overall grade for group as a whole would have to be an **F**. I truly hate to say that but, that is, in all honesty the grade I have to give them as a team. The final straw with this particular grade is based on the fact that the group did not let me review their campaign book at all before submitting it and I do not feel confident that they were truthful in their report."

This report prompted the instructor to adopt direct competition, and the results in subsequent course sections validated this decision. In contrast, it is clear that in the effort to win a competitive bid, a wide base of the 2014 and 2015 books adopted stronger stewardship and more consistent client communication throughout the process. One client's comments offer a clear indication that attention to detail, stewardship, and addressing the needs of the community partner remained top of mind for each of the two teams collaborating with this 2015 partner:

"Your students were an absolute pleasure to work with. Their final presentations reflected a great deal of work on their part as well as the excellent educational background received from you. Your guidance and leadership was certainly apparent in their final product. The experience and skills your students gained from this "real life" experience will have a great impact on them as they pursue their careers. The time spent with the staff from the Georgia Department of Economic Development Tourism Product Development Division was certainly a valuable experience as well."

The comments effectively reinforced the value of adopting competition in terms of helping students see the need for effectively addressing the needs of the client, either directly or by demonstrating the value of the strategic public clients may or may not see. Even more indicative than the praise in the client comments, is the fact that many of the 2014 and 2015 project materials are still in use by the client partners today.

An interesting component worth noting in this analysis is that student groups in the competitive model also demonstrated an ad hoc form of incremental self-evaluation and adaptation in strategies and tactics in their interactions with clients. In adapting the weekly client sessions to account for the client wants and needs, students had to confront the clients' perceptions of the quality of the students' work, and to make necessary changes to project components that did not meet client expectations. The instructor encountered a many more conversations with students who loved project elements they designed, but had to part with them or completely rethink them after a client meeting left them with a clear understanding that this would not meet

needs. While not an intentional motivation for the migration to competitive course design, the instructor acknowledges the professional development value of having to let go of one's ego when producing materials and strategy for clients who may have different aesthetics or opinions on strategic direction.

Students' Assessment of the Courses

In reviewing the course evaluations, the findings demonstrate slightly harsher criticism for the instructor from students in the 2015 course section, but not a potentially damaging assessment of the instructor in considering teaching effectiveness for factors like annual review and promotion and tenure. There was a slight decline in rating from the 2012 (4.67 mean of means) and 2013 (4.69 mean of means) course evaluations against the 2015 (4.49 mean of means) course evaluations. That said, the first year of competition, 2014, yielded the strongest evaluations (4.92 mean of means). Even with one competitive course section trending lower in student evaluations, with the scale being a 5-point Likert and 5 being the highest evaluation, the overall evaluations provide strong evidence of the value of service learning among the students.

In review of the student comments, we see a strong emphasis on the value of service learning in providing exposure to real clients and acclimating students to client relations. Students also expressed a strong affinity for the competition element, in general, as well as the excitement behind developing a strategic pitch. Negative comments about the course were very few, with only an occasional student over four years expressing a desire not to engage in service-learning because of the extra demand and pressure it put on them to effectively complete the task.

Discussion and Recommendations

In reviewing the three research questions, the instructor found solid support for the application of competition in service learning courses, specifically within the public relations curriculum. In response to the first research question, a review of the students' campaign books demonstrated a general improvement in design, organization, and adherence to best practices in public relations when dealing with the competitive pressures in a service learning course like campaigns. One point of interest was the relative struggles of students with industry standards of effective writing, reinforcing previous findings that indicated young practitioner struggles with writing proficiency in the contemporary workplace (Todd, 2014). Another was the disconnect between the value in primary and secondary research, regardless of the application of competition in the course. Both have prompted the instructor to invest time and energy in reviewing the connection between the writing and research curriculum and the senior-level public relations campaigns course. Overall, however, this is general support for an improvement in the quality of the product produced by the students.

The second research question called upon the clients to reflect on their experiences in assessing the quality of student work in the campaigns course. In general, the clients who encountered students in competition enjoyed a more attentive group of student teams whom adopted the principles of stewardship (Kelly, 2001) and benefited from consistent dialog with the client in the overall quality of the product and the added benefit of being able to better adapt the project and materials to the needs of the client and to help the clients better understand strategic publics that they may not have previously considered prior to the partnership.

The third research question offers an interesting result in that the instructor enjoyed generally strong student evaluations in all four course sections, but did see an increase in criticism in the final year of evaluation (2015), while enjoying the strongest evaluations in the first year of adopting competitive learning models (2014). Further review of course articulation and evaluation suggest some possible explanations. The refined emphasis on strict scrutiny in the second year of using competitive learning models may have prompted a more critical response from student learners. Another possibility is that in adopting the approach in the first year, perhaps the instructor was more attentive to being specific and thorough in providing initial and subsequent reminders on course instruction that helped students with clarity of content and approaching deadlines. Nevertheless, even in adopting the competitive learning models, the instructor enjoyed a strong reception from students and was able to blend service with teaching and in this manuscript, contribute to a research agenda, as well.

Those interested in adopting this approach should be mindful of a few elements. First, you do need to put an emphasis on cultivating community partnerships and maintaining an instructor-level line of communication with each partner before, during, and after the process. It not only enables a more fluid classroom application, but it facilitates future partnerships, as well.

Instructors should also be prepared to provide consultation with individual students on a wide variety of topics. A common topic for this instructor is conflict resolution with team members and clients. Another commitment comes in remediation of core concepts with individual student who may have struggled in the introductory public relations, media production, design, or research courses which provide the intellectual foundation for a strong performance in public relations campaigns. Each conversation is essential to supporting the strongest possible outcome for students and the community partners.

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Crocs a Revolutionary Product with a Heart

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Whether for style or functionality, shoes have been important to the lives of humans for thousands of years. Studies of the foot bones of ancient humans suggest that some form of sturdy footwear was worn by human beings beginning between 40,000 and 26,000 years ago (Columbia Encyclopedia, 2013). A shoe produced and worn at a specific time represents the values, ideals and aesthetic choices of an era. Shoes can tell us a lot about a person, conveying messages that are understood across society (McNeil & Riello, 2007).

Sandals were one of the earliest types of **shoes**. Egyptians wove them from papyrus, a tall plant that grows along the Nile, three thousand years ago. Sandals made from calf leather were found in the tomb of King Tutankhamen (Nichelason, 1994).

Throughout **history**, **shoe** style depended on a person's wealth. Peasants usually went barefoot or strapped pieces of wood or leather onto their feet. But rich people purchased incredible footwear - velvet **shoes** stamped with gold. During the Middle Ages, aristocrats wore fancy **shoes** to show they didn't and wouldn't do hard physical labor. Such **shoes** became known as "loafers." King Henry VIII of England suffered from a foot problem, and wide-toed **shoes** were just the thing to hide his swollen feet. Soon, odd-looking "duck-billed" **shoes** were the rage. If wide was fashionable, people felt wider was better. The result was **shoes** with nine-inch-wide toes. Queen Mary put a stop to this extreme style by proclaiming toe width could not exceed six inches (Nichelason, 1994).

King Henry VIII may have selected **shoes** for comfort, but other kings chose **shoes** that would make them more attractive. Louis XIV of France was short, so he wore high heeled **shoes**. Following suit, the aristocracy favored them, too. The first American **shoes** were manufactured by Thomas Beard, an English shoemaker who arrived in the Massachusetts Bay Colony in 1629. At the same time, Indians were teaching the colonists to make moccasins. Moccasins became so popular; they were exported to England in the 1650s. Until 1818, **shoes** were bought in twos, but not in pairs. There were no left or right **shoes**. People put **shoes** on one foot or the other. They fit equally poorly on either foot (Nichelason, 1994).

Shoes were handmade until the mid-1800s. Working hard, a shoemaker could complete one pair of **shoes** every day. Early shoemakers worked at home, in small shops, or as itinerant workers who went to homes to make up the annual supply. Hand processes were used until about 1833. Master Craftsmen or Head Designers in the shoe business built up a wealth of knowledge over many years in the industry. The passage of knowledge to apprentices or juniors was mainly through word of mouth and on the job experience (Paris and Handley, 2004).

As machinery became more specialized and the use of leather became primary, **shoe** styles and measurements became more refined and exact. From the high-button **shoe** of the late 19th century to the low-cut pump of modern times, the range of materials has increased, and styles are designed for every purpose and need. Today over 180 different kinds of machines are employed to make shoes (Shoe, 2013).

Because they were expensive, people wore their **shoes** until they fell apart or handed them down to another family member when they outgrew them. The invention of the sewing machine in 1846 soon made more **shoes** available to the public at prices they could afford. World War II

radically changed **shoe** fashion. Fabric and leather were needed for the war effort, therefore, utility **shoes** appeared. These sturdily-built **shoes** contained only small amounts of fabric. After the war, lighter **shoe** styles with open toes, also known as "peep toe **shoes**," were part of the new look.

By 1950 "stiletto" heels were making a lasting impression in many places. Stilettos were narrow metal heels with sharp points. When the protective pieces at the ends of the heels came loose, ladies became walking hammers, pounding holes into floors.

Boots were a winning combination in the 1960s. Shiny "wet look" boots, psychedelic colors, and every design imaginable were in. Even chopines, a shoe with a thick sole usually made of cork, were a fad for a short time. Heel size grew by the 1970s - women stood perched on platform **shoes** so high doctors worried about possible spinal injuries (Nichelason, 1994).

In the 1970s, Earth **Shoes** were the first **shoes** to be marketed with a "negative heel"-meaning their heels were actually lower than their raised toes. This was said to mimic the effect of walking in sand and to make for orthopedically-superior posture. In appearance, Earth **Shoes** pioneered the flanged, boxy look that epitomized much of a '70s design (Lofaro & Adams, 1995).

The 1990s brought state-of-the-art footwear. High-tech **shoes** had built-in computers that measured and displayed the distance a wearer runs, the speed, even the calories the runner uses. Some pairs have a computer built into the tongue of one **shoe**, and others have cables that connect the **shoes'** tiny computer with a personal computer for readouts (Nickelason, 1994).

Sneakers or athletic shoes are a long-lasting fad that has been studied. Out of the Box is an exhibition of sneaker culture and features over 120 sneakers representing the past 150 years. Highlighting iconic sneakers, Out of the Box describes the historical beginnings of the sneaker from its emergence in the 19th century to becoming one of the most democratic forms of footwear in the 20th century, to its current position as status symbol and icon of urban culture. "Since the 19th century sneakers have been intimately linked to expressions of status as well as gender," said Elizabeth Semmelhack, Senior Curator at the Bata **Shoe** Museum and Curator of the Out of the Box exhibition. This exhibit features some of the icons of sneaker history, such as the Converse All Star and Nike Air Jordan.

The All Star debuted in 1917, and by 1921 famed basketball player Chuck Taylor joined the company to promote the sneaker and advise on its design and development. His name was added to the All Star in 1934 (Canada newswire, 2013). In 1984, Nike began making sneakers for the phenomenal Chicago Bulls rookie, Michael Jordan. However, the NBA did not allow colorful sneakers to be worn so each time Jordan wore a pair of red-and-black Air Jordans during a game he was fined \$5000. Jordan's defiant flouting of the rules combined with his athletic prowess transformed his footwear into icons (Canada newswire, 2013).

As footwear is an important accessory in the world of fashion, certain styles of shoes enjoy popularity during specific times in history for a variety of reasons. Brogues initially were worn by Scottish bog workers; the shoes were made with holes to allow water to seep out keeping the workers' feet dry. For this practical reason, brogues became popular with golfers. In time, fringed tongues were added for additional waterproofing and the holes became simply decorative. As with all other fashionable garments implemented by Princeton men, these

athletic accessories were strictly forbidden to freshmen and could only be worn by the upperclassmen (Clemente, 2007).

The chunky, mannish brogue experienced popularity as a fashion statement in the 1980s and has seen a surprising revival recently. With her brogue designs, designer Simone Rocha affirms that women can be stylish while enjoying the benefits of a sturdier sole (Daily Mail, 2013).

Similar to the brogue style, the Croc clog is a popular shoe style today and the Croc's Company has enjoyed considerable success. The popularity of this product and the accomplishments of the company have had a tremendous impact on the footwear industry, other industries, the environment and the concept of corporate social responsibility. For these reasons, Crocs and the Crocs company are worthy of further study.

Crocs, Inc. was founded in 2002. The idea for the shoe company was born as three friends enjoyed their favorite pastime. During a four-day sailing trip from Mexico to Miami, Scott Seamans encouraged his friends George Boedecker and Lyndon Hanson to try on a pair of spongy clogs. The comfortable clogs the men wore during that trip were created by a small Canadian company for use in spas. Seamans thought they would make great boat shoes, tweaking his pair by adding medical rivets to attach a plastic strap around the heel for sure-footedness (US News and World Report, 2007).

By the end of their sailing trip, the three friends had agreed to start a new business selling the modified shoe to boaters and beachgoers. Naming their company Crocs, because a sideview of the clog resembled a crocodile's snout, they manufactured the shoes and sold them at boat shows for \$29.99 a pair. The owners were surprised by their own success; Crocs rapidly moved into the mainstream shoe market and evolved from a boating shoe to a fashion statement (Droege & Dong, 2009).

The company founders solicited another college buddy, Ron Snyder, to join their team as president in 2004. Snyder became CEO in 2005. Snyder had run the design division at manufacturing giant Flextronics International, where he'd helped churn out reinventions of everything from wristwatches to computer printers. Over the years, Crocs gained notoriety by being worn by a variety of celebrities including Iron Chef Mario Batali, Jack Nicholson, Faith Hill, Britney Spears and President George W. Bush (U.S. News & World Report, 2007).

Crocs took the company public in 2006. This was one of the most successful initial public offerings in footwear history. After going public, Crocs came under increasing shareholder pressure to diversify (Droege & Dong, 2009). In response, the company began to design other footwear styles and move into production of other accessories and clothing.

After many ups and downs, the Colorado-based firm hit \$1 billion in sales in 2011. Crocs now features a year-round collection of more than 300 looks for men, women and kids sold in 90 countries. Crocs are sold at major merchandisers including Nordstrom and Zappo.com as well as at 500 of its own Crocs stores worldwide. The company retains its original Canadian factory, which it bought out in 2004, and has added manufacturing facilities in Canada, Mexico, and Brazil (Levy, 2013).

What goes into a Croc?

Crocs shoes are made from a product called Croslite. Croslite is a proprietary foam resin that is owned by the Crocs company. Crocs acquired exclusive rights to this product in 2004 from Foam Creations, the Canadian company that created it. Croslite is made of Ethylene Vinyl Acetate copolymer (EVA) resin, which is the petroleum-based material (McLean, 2006) that gives stretchiness to plastic wraps. EVA is sometimes called foam rubber (Winthorpe, 2011). The specific components of Croslite are not disclosed by Crocs, as they consider it their trade secret, but scientists believe that the resin used to make Crocs is based on a combination of EVA and Engage, a flexible thermoplastic polyolefin elastomer made by Dow, mixed with various pigments and perhaps some tin-based antimicrobials (ICIS Chemical Business, 2007).

Croslite is unique because it is a closed cell foam which has some properties of an open cell foam. Open cell foam is squishy and feels very comfortable against feet. Due to the absorbent quality of open cell foam, it is very good at load-leveling. That is, the impact from walking or standing is absorbed by the material and the load is spread across the entire foot rather than concentrating the impact to certain parts of the foot, causing pain (Winthorpe, 2011). Using open cell foam makes shoes very comfortable.

Open cell foam, however, is not waterproof and therefore not practical for shoes. Shoes get wet and bacteria grows. In addition, sweat accumulates making the shoes uncomfortable and smelly (Winthorpe, 2011). Because closed cell foam is durable and solid, shoe manufacturers have used it on the outside of shoes, putting open cell foam on the inside for comfort. The unique characteristic of Croslite combines closed cell properties and open cell properties in one material. Since Crocs are made with Croslite, they are both comfortable and water proof. They do not absorb sweat and therefore do not stink.

A distinguishing characteristic of foam is that pockets are formed in the material by gases. In closed-cell foam, the gas forms distinct pockets, each completely surrounded by a solid. In open-cell foam, the gas pockets connect with each other – there is no solid around the pockets (Wikipedia). A bath sponge is an example of an open-cell foam - water can easily flow through the entire structure, displacing the air. A Styrofoam cup is an example of a closed cell foam product – water is held inside the structure.

While very few people know the complete makeup of Crocs, the company is intentional in promoting the fact that their product contains no latex or rubber materials. There is an urban legend that if you're lost in the woods, you can eat the Crocs off your feet and live. According to Crocs consumer service associate, April Hart, who was interviewed for digbatonrouge.com, Crocs are non-toxic, but the company does not recommend consuming them (Phillips, 2011).

The Crocs company has grown in product line, starting in 1999 with one style of clog, now known as the Croc Classic, and expanding quickly into other shoe styles (Frick, 2007). The company currently offers over 300 shoe styles for men, women and kids, including canvas sneakers, leather boots, heels and sandals (Levy, 2013). Crocs has added apparel and other accessories into its product line, currently making scrubs, purses, tote bags, sunglasses, socks and hats, all created from Croslite. The material is spun into a yarn and woven into fabric (Frick, 2007). Crocs formulated *Croslite* to offer a number of unique properties that make the soft and durable material suitable for a wide range of commercial uses, including the products mentioned above.

Croc's Chief Product Officer, Dale Barthum, appreciates the need for expanding, and understands that Croslite is at the core of Crocs' success. While Crocs continues to add new product categories, Barthum said comfort will always be part of the brand's DNA with the Croslite proprietary lightweight material. "There is a certain [design] freedom knowing the constraints of [such] a material, so you become more innovative and creative," said Barthum. "It's a fun challenge." He adds, "It's about staying true to who we are. We're not trying to extend too [far], but continue to innovate with our injection story" (Levy, 2013, p. 22).

How does a simple pair of ugly shoes affect other industries, the environment, and society?

The Crocs concept has the potential to impact the manufacturing industry, the marketing field, the environment, and the marriage of success and social responsibility. There are two ways that the Crocs brand may have impact on the manufacturing industry. The first potential impact has to do with its signature component. The Crocs brand, through its popularity, has called attention to the distinctive material that makes it highly-functional. There is the possibility that other industries and other products could be transformed if leaders think outside the box when it comes to the use of traditional materials. The Croslite product, due to its durability, density, light weight and high coefficient of friction which makes the product slip resistant and non-marking is the perfect component for many household and leisure products (wikinvest website, 2009).

Foam Creations, when discovered by Crocs, utilized the product in a variety of items such as pool accessories, boating accessories and pet toys. This unique component has now achieved worldwide recognition thanks to a line of unsightly footwear. While Crocs are the principal product using this material, Croslite could actually be utilized in the manufacture of thousands of products. It is not unlikely that we could see outdoor furniture, camping supplies, sports equipment, automobile and bicycle accessories, bathroom accessories, outerwear, sports gear and sports uniforms, even building materials revolutionized by the use of this material.

An innovative manufacturing strategy of Crocs could change the way many factories work. The Crocs sophisticated manufacturing system is set up to allow Crocs to respond quickly to ever-changing demand. Lyndon Hanson, co-founder of Crocs, says that if one style takes off in popularity unexpectedly, the company can be making a large number of that style and have them on shelves within two to four weeks. "We want our retailers to be able to turn inventory of popular models over many times during a season," says Hanson (Alsever, 2006, p. 77-78). If the demand warrants it, Crocs factories are designed to make up to ten times more than originally anticipated (Croc and Roll, 2007). This quick response to today's fickle consumer market could mean better profits for other companies if they were to adopt this system.

Other businesses and industries could learn from the marketing savvy of Crocs executives. There are two marketing strategies used by Crocs that could impact the way other businesses relate to consumers. First, Crocs was very successful when it came to repurposing their product.

Many inventors create a product for a specific purpose, advertise it with that purpose in mind, and don't stop to notice when their product is being used in other ways. The makers of Crocs, which were created as boat shoes, noticed that a large number of their customers never set foot on a boat. A large Crocs customer base was professionals who spent a lot of time at work on their feet (Aleni, 2011). These were nurses, hairdressers, factory workers, waiters and

waitresses, teachers and chefs. It was discovered that Crocs were very prevalent footwear in the health care field. Crocs executives began to wonder - if Crocs keep feet from feeling tired and sore on busy workers, how would they improve life for people who, due to medical conditions, always had sore and tired feet?

The Crocs designers consulted with healthcare professionals, and in 2008, the company launched Crocs Rx, marketing to doctors who might prescribe specially-designed Crocs to diabetics with poor circulation, or patients with back or foot problems (Alsever, 2006). This brand took off for patients. Now, more than 4,000 doctors recommend shoes from the CrocsRx line to their patients or distribute CrocsRx models directly through their offices. The creation of the Crocs Rx also served to solidify the brand with healthcare professionals who continued to wear Crocs in record numbers.

A second marketing strategy successful for Crocs could also be adopted by other companies, and while effective for Crocs, it is certainly not customary in the fashion world. Crocs were touted for utility and comfort, rather than appearance. In fact, Crocs has made the most of its unconventional style by shining the light on its ugliness, becoming a fashion phenomenon despite--or maybe because of--their unattractiveness (McLean, 2006). Research would tend to advise against this approach. A study by Page and Herr (2002) supported their hypothesis which predicted that product aesthetics would positively impact consumers' liking evaluation. That is, a product considered more aesthetically appealing was better liked (Page & Herr, 2002). Many have found that the appearance of a product is considered integral to capturing consumer attention (Berkowitz, 1987; Bloch, 1995) and determining consumers' affective responses toward a product (i.e., their liking, or even emotional reaction toward a product (Veryzer, 1993).

Product aesthetics is also argued to have a strong influence on consumers' beliefs about a product's characteristics (Bloch, 1995; Nussbaum, 1993). Despite research extolling the value of aesthetics, Crocs management chose to create a clunky, garishly-colored plastic clog covered with holes. The popularity of something so unattractive at first confounded fashion experts, but soon had them speculating. Some experts feel that in the case of some products, like Crocs, ugly can have a cool all its own. Croc's founder, Lyndon Hanson, agrees with the description of Croc-wearers as "cool." He says that wearers represent "a sense of cool for being brave enough to wear them in public" (Alsever, 2006, p. 74).

Marshal Cohen, chief industry analyst for the NPD Group, a provider of retail data, adds that by wearing a deliberately ugly yet comfortable shoe, a consumer is declaring that he or she is superior to the dictates of fashion. "It's a way of saying, 'I'm successful. I don't have to care,'" he says (McLean, 2006, p. 58). Ted Allen, one of the stars of *Queer Eye*, says, "Part of being stylish is being contrary" (McLean, 2006, p. 58).

Environmental Awareness and Social Responsibility

The Crocs company has endeavored to give back to society and works to limit its negative impact on the environment. Crocs aren't just comfortable foot wear; they're shoes with a social conscience. Partners in Health have reported that not having shoes leads to major public health problems in developing countries. To combat these ever growing diseases Crocs has created a Crocs Cares program. To quote their corporate website, "Crocs Cares is dedicated to create positive changes in the world by providing shoes to those who need them providing happy and healthy feet around the world." The company stated on their website that "Since 2007 we have

donated more than 3.2 million pairs of shoes in more than 40 impoverished countries, many areas affected by natural disasters, and throughout the US to those who need help.” Crocs has also partnered with Feed The Children, Brothers Brother Foundation, UNICEF, World Emergency Relief, International Relief Development, National Relief Charities, and other donation partners to provide shoes for children who otherwise would not have them.

What makes crocs so perfect for shoe donations? Once again, it’s the Croslite that makes Crocs unique and able to fulfill this role for children in need. Crocs are made to hold up for a far more extended period than your typical shoe. This means that the shoes will hold up well for the children receiving and while this material is not biodegradable it’s much more likely they’ll be outgrown by the current wearer than to give out on them. The Croslite material also does not promote microbe growth in the shoes which means the child is less likely to get a foot disease from the shoe being dirty.

Along with their corporate donations crocs has provided a few options to their wearers so they too can give back to others while keeping the ever growing landfills from becoming that much larger. The Crocs Corporation and Soles 4 Souls program have developed a way to recycle crocs and transform them into a new pair of shoes for children in need. You can donate your lightly-worn shoes and the program will then clean them and repair them then send them off to underprivileged areas all over the world, including areas in the United States.

If your crocs are more than a little worn, a bit tattered or completely falling apart there are plenty of options for recycling and reusing them as well. Many gardeners have discovered that by simply hanging a few pairs of crocs around a garden the deer that would eat their flowers or crops are naturally deterred. The shoes can also be used as a small toy organizer, pen holder and small plant hanger.

Not only does the company have social conscience but many wearers say the shoe offers health benefits to the two extremities that carry us everywhere we go. “These shoes are especially light,” says Harold Glickman, DPM, former president of the American Podiatric Medical Association (APMA). “They have huge room in the toe that affords the front part of the foot lots of room, especially for people with bone deformities like bunions and hammer toe. With the Rx Crocs, they’re lined with antibacterial material that will prevent fungal and bacterial infections” (Hatfield, 2008). Many doctors recommend crocs when the temperatures increase rather than flip flops because of the added toe protection and anti-microbial properties of their material.

The entire line of Crocs Rx shoes has the American Podiatry Association backing for shoes that promote good foot health. These pairs are designed for those who have plantar fasciitis, arthritis, diabetes or other diseases that lead to problems with the feet. While these shoes do have APA backing, doctors caution patients not to wear them for extended periods of time. “Because the shoe is considered medical, it gets overused by people who need more support than they can get from the shoe, it’s not as good as an orthotic or a medical type shoe”. (Hatfield, 2008) That same doctor also said, “It’s a good shoe for going to the beach, kicking around the house, going to the corner market, but they’re not made to be worn at Disneyland all day long,” This however does not stop many of the shoe’s wearers from doing just that and still raving about their benefits.

Though the health benefits are praised on many sites, crocs also have their fair share of criticism. Along with being blamed for “static” malfunctions in hospitals, which still has not been proven. The shoes have received a multitude of reproach due to incidents involving children and

escalators. One blog dedicated to accidents caused by the shoe has numerous images of feet mangled in accidents; including a two-year-old Taiwanese girl whose big toe was ripped off when her crocs shoe got caught while exiting an escalator. The shoes are also being banned from hospitals due to health hazards from spills seeping through the holes of the shoe (The Independent, 2007).

Though the shoe has had its share of criticism it still is one of the most popular selling shoes, with over a million being sold each year. The company continues to thrive and is making more and more advances in its business and philanthropy. Just last year Crocs marked their Tenth Anniversary with the release of their first sustainability report which touted the businesses greatest triumphs. Among those listed were, “reducing packaging to save around 640,000 pounds of waste from going to landfills, donating more than \$840,000 to various nonprofit organizations in 2012, and enhancing working conditions across its primary production facilities by improving enforcement of its Supplier Code of Conduct” (Stevens, 2012). Chief Operating Officer with Crocs said, “Our sustainability efforts are important to our employees and we want to ensure they can continue to feel good about working for a company that is dedicated to supporting them, the environment and the communities in which it does business.” (Stevens, 2012)

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Normalizing Sexualized Images: Distortions that Disrupt Relational Connections

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While some might argue that gender inequity is no longer a problem, we need look no further than the media to realize the falsity of that statement. In addition to the continued and exaggerated exploitation of women, we now see men joining the ranks of the manipulated. Naturally arising from this situation is the question of whether all exploitation is created equal. Hatton and Trautner (2011), in a study on objectification of women and men, discovered that, while both women and men have been more sexualized over time, the way in which females are sexualized is very different from sexualized images of males. Women, unlike men, are increasingly “hypersexualized,” whereby a plethora of sexualized images are combined to create a cumulative effect that may serve to “legitimize or exacerbate violence against women and girls, sexual harassment, and anti-women attitudes among men” (pp. 256-258). Research on externally imposed objectification and potential negative outcomes are relatively limited (Moradi & Huang, 2008); therefore, this study explores an extension of the theory of sexual objectification of women into an understanding of the ways in which sexualized images distort men’s perceptions of women, potentially resulting in abuse.

The sexualization of women within media has long been established, with its relative impact under continued and substantive scrutiny. Nonetheless, the portrayal of sexualized images of women within American culture continues to increase, a phenomenon that contributes significantly to the ongoing diminution of women in all facets of life, including perceptions of intelligence, sexuality, and worth. As women are sexualized within media, their own self-image suffers, along with their value within the social system and within personal relationships.

Women, Sexualization, and Social Status

Glick, Larsen, Johnson & Branstiter (2005) argue that female sexualization results in perceptions of girls and women as minimally competent in areas of life that do not revolve around physical appearance. For example, Gurung and Chrouser (2007) discovered that when Olympic athletes were visually depicted in sexy clothing, they were perceived of as less intelligent and less competent than when shown in athletic wear. The portrayal of women as sex objects is typically linked with gender stereotypical depictions of women as submissive, weak, child-like and, sometimes, victimized characters, serving to reinforce the notion that they are less intellectual and of lower status than their male counterparts. It is likely that, when women are displayed as sex objects, those viewing the images may focus exclusively on appearance, causing them to miss other information about the person that may point to their credibility, competence, qualifications, etc. (Gurung & Chrouser, 2007). For instance, Rudman and Borgida (1995) discovered that when men viewed sexually objectified women just prior to interviewing female job applicants, their attention was drawn to the woman’s appearance, they treated the women in sexist and inappropriate ways, and they failed to recognize the qualifications that made them suitable as job hires.

Male Perceptions of Female Sexualization

A significant part of the diminutive view of sexualized women derives from the fact that the images communicate the idea that women are sex objects on display for men to view, evaluate,

and accept or reject (Ward and Harrison, 2005). At the very core of sexual objectification of women is the notion that women are nothing more than their sexual appeal, which is a compilation of their appearance and body parts. Attaching women's value to their looks and bodies draws attention away from the woman as a whole person, thereby compartmentalizing her into anatomical fragments. When women are treated as objects for others' use, they cease to be complete human beings and, instead, are something to be consumed and, ultimately, used up (Fredrickson and Roberts, 1997). The objectification process results in the perception that individuals are only of value if they can fulfill or satisfy another's purpose or goal; that is, their worth directly correlates with their usefulness (Bartky, 1990; Nussbaum, 1999).

Female Perceptions of Female Sexualization

One of the interesting byproducts of sexualized depictions of females is that women, themselves, like men, fall prey to the same interpretations of the objectified woman. Because society praises and rewards women for having sexually attractive, desirable bodies (Unger, 1979; Margolin & White, 1987), they are likely to be willing participants in their own objectification (Fredrickson & Roberts, 1997). Saguy, Quinn, Dovidio & Pratto (2010) discovered that, when women were objectified, that is, when they received what they perceived of as sexual glances from men, they adjusted their behavior to match what they believed to be appropriate for sexual objects. Once the male gaze was removed, the women returned to what might be considered "normal" interactive behavior. Saguy, et al. hypothesized that women's recognition of their bodies as visual targets may hinder their ability to perform in other areas, such as job interviews, classroom interactions, and work meetings (p. 182). Internalization of body objectification produces, in women, a hypersensitivity toward body awareness (McKinley & Hyde, 1996), to the extent that it negatively impacts self-perception, body image, self-consciousness and, sometimes, sexual functioning (Dove & Weiderman, 2000). As women participate in their own objectification, they increasingly align themselves with the submissive, child-like, victimized sex object.

Societal Implications of Female Sexualization

There is evidence suggesting a link between objectification of women, and violence against women (Malamuth, Addison & Koss, 2000). Although the idea of sexual victimization used to be limited to pornography, Kilbourne (1999) argues that advertising, through manipulation of body orientation, power positions between women and men, and facial displays, places women in emotionally vulnerable situations that give men the dominant upper hand to overpower them. "The simultaneous presentation of women as sexualized and distressed reinforces the association between women's sexuality and the experience of physical and emotional pain," suggests Stankiewicz & Rosselli (2008). Such repeated representations serve to normalize violence against women (p. 585). For instance, Gillum (2002) discovered that African-American perceptions of the truth of stereotypical images of African-American women directly linked with justification of violence against women. In other words, the sexualized images men view and internalize contribute to perceptions of violence against women as the norm. Many advertisements depict women as the object of sexual assault, willingly submitting to the aggressor. In some instances, the women being "violated" display signs of enjoying what is happening to them (e.g., smiling, assisting the aggressor, etc.). Bandura's Social Learning Theory illustrates how that to which individuals are continuously exposed impacts the behaviors in which they engage. Hence, men's repeated exposure to sexually violent ads, in which men are controlling and aggressive toward women, results in the passive acceptance of such acts

and, in some instances, feelings of excitement toward the behaviors displayed in the ads (Capella, Hill, Rapp & Kees, 2010).

Relational Implications of Female Sexualization

Young (2005) asserts that,

An essential part of the situation of being a woman is that of living the ever-present possibility that one will be gazed upon as a mere body, as shape and flesh that presents itself as the potential object of another subject's intentions and manipulations, rather than as a living manifestation of action and intention. (p. 44)

The all-pervasive sexualization of women in virtually every mediated form has likely contributed to what is known as the "sexual body part recognition bias," which essentially means that women's bodies are "reduced to sexual body parts in the minds of perceivers" (Gervais, Vescio, Forster, Maass & Suitner, 2012, p. 743). In other words, when men are presented with images of women's sexual body parts, they are able to identify them in isolation better than in unification with the body. Gervais et al. argue that this phenomenon may be attributed to local versus global cognitive processing, whereby men identify the details of the woman's body (i.e., sexual parts) more easily than the body in its entirety. Conversely, when women are presented with male sexual body parts, they are better able to identify them in connection with the body than separated from it. "Sexual body part recognition bias" potentially results in men viewing women's body parts as interchangeable with other similar bodies (Gervais, Vescio & Allen, 2011). This concept of interchangeability is of concern in terms of relationship satisfaction for those who view their partners as sex objects. In general, men tend to express more concern than women about their partner's appearance and, as such, communicate greater relational dissatisfaction when that appearance does not measure up to their ideal (Sanchez, Good, Kwang & Saltzman, 2008). Zurbriggen, Ramsey & Jaworski (2011) speculate that this expressed dissatisfaction "is due to thinking of one's partner as an object, whose purpose is sexual pleasure, rather than as a thinking, feeling person" (p. 452). The focus, then, on the woman's body and appearance reduces the overall quality of the relationship as men miss out on their partner's unique, personal and individual value and worth as a human being (Vaes et al., 2011). Furthermore, the treatment of women as generic sexual objects may even give men implicit permission to act violently toward them, in essence, "making good on the threat of sexual objectification" (Kelland, 2011, p. 182).

Parallels between Objectification and Abuse

While sexualization and ultimate objectification of women is, in and of itself, a problem, the concerns associated with this practice extend far beyond what is observed on the surface. Many infer that because the women themselves seem complicit in their own objectification, they surely must desire to be a part of it. In truth, however, "All women live in sexual objectification the way fish live in water. Given the statistical realities, all women live all the time under the shadow of the threat of sexual abuse" (MacKinnon, 1989, p. 149). According to Nussbaum (1999), "in all cases of objectification what is at issue is a question of treating one thing as another: One is treating as *an object* what is really not an object, what is, in fact, a human being." She provides a list of seven criteria that indicate someone is being treated as an object. They are as follows:

1. *Instrumentality*. The objectifier treats the object as a tool of his or her purposes
2. *Denial of Autonomy*. The objectifier treats the object as lacking in autonomy and self-determination

3. *Inertness*. The objectifier treats the object as lacking in agency, and perhaps also in activity
4. *Fungibility*. The objectifier treats the object as interchangeable (a) with other objects of the same type and/or (b) with objects of other types
5. *Violability*. The objectifier treats the object as lacking in boundary integrity, as something that it is permissible to break up, smash, break into
6. *Ownership*. The objectifier treats the object as something that is owned by another, can be bought or sold, etc.
7. *Denial of subjectivity*. The objectifier treats the object as something whose experience and feelings (if any) need not be taken into account (p. 218)

It is not necessary that all criteria be met for objectification to take place; however, when the characteristics combine within relationships, they introduce a volatile situation in which the person being objectified is likely at risk. As an extension to Nussbaum's work, Langton (2007) suggested three other characteristics contribute as well to the concept of objectification.

1. *Reduction to body* – treating person as a body part
2. *Reduction to appearance* – treatment of person based on their appearances; that is, their appeal to the senses
3. *Silencing* – treating person as if they have no capacity to speak

The Nature of Abuse

In abusive situations, whether physical or psychological, there are a number of tactics abusers utilize as a means of manipulating and controlling their victims. Although not an exhaustive list, some of the strategies abusers use include:

- *Dominance* – Abusers must feel as if they are in charge of the situation; they make decisions for the victims and expect silent compliance.
- *Humiliation* – Abusers demean and deprecate their victims until they feel completely worthless and powerless, believing that no one else could possibly want them. This may come in the form of name-calling, shaming in public, intimate insults, and any other strategies that can significantly threaten self-esteem.
- *Isolation* – Abusers do whatever they can to cut their victims off from the outside world. They keep their victims from seeing family, having friends, going places without them, or doing anything without their permission. In essence, the victims cannot go anywhere, do anything, or see anyone.
- *Threats* – Abusers threaten their victims to scare them into staying with them, not filing charges, or reporting their abusive behaviors. They threaten to kill the victim, the victim's family members, the pets or even themselves; they also may threaten to file false charges against the victim as a way to coerce them into doing what they desire.
- *Intimidation* – Abusers use various intimidation tactics to scare their victims into submission. For instance, they may destroy property, give threatening looks or gestures, display weapons that are easily accessible, etc. The victim quickly learns that if they do not obey, there will be violent consequences.
- *Denial and Blame* – Abusers blame their bad behavior on their childhood, a bad day, and sometimes on the victims themselves. They seek any way possible to

excuse their behavior, shifting responsibility from themselves to the victims or some external circumstances that made them do it. (Smith & Segal, 2013)

Comparison between Abuse and Objectification

Upon close examination of the criteria of sexual objectification and strategies abusers use to control their victims, there is evidence of significant connections between the two (see table below). For example, when abusers engage in behaviors intended to control their victims, whether it be intimidating glances, sexual coercion, physical threats, isolation from friends and loved ones, or public humiliation, they strip away everything that makes the victim a human being worthy of respect.

Abusive Strategy vs. Objectification Criteria

Criteria	Dominance	Humiliation	Isolation	Threats	Intimidation	Denial/Blame
Instrumentality	X	X		X	X	
Denial of Autonomy	X	X	X	X	X	
Inertness	X	X	X	X	X	
Fungibility						
Violability	X	X	X	X	X	X
Ownership	X	X	X	X	X	
Denial of Subjectivity	X	X	X	X	X	X
Reduction to Body	X					
Reduction to Appearance		X				X
Silencing	X	X	X	X	X	X

Victims of abuse cease to have an identity separate and apart from their abuser. Instead, they are silenced, inactive, dependent rag dolls owned and operated by their captors, subject to whatever heinous acts the abuser chooses to inflict upon them. In many instances, this image of objectification is solidified when victims try to break away from the abusive situation and report the crime to the officials. Often, their complaints are dismissed or trivialized as an exaggeration or they are told that there simply is not enough evidence to bring charges against the abuser. In situations that do get attention and are later played out in the courtroom, the victim is further objectified as the crime is turned back on them through suggestive interrogation (e.g., why didn't you leave when you had the chance?), accusations (e.g., what did you do to provoke him?), and dismissive comments (e.g., perhaps you misinterpreted). The objectification of the individual is, in essence, rubber stamped by the system and, as Kelland (2011) suggested, the victimization may simply be a case of "making good on the threat..." (p. 182).

Cyclical Nature of Objectification and Abuse

The objectification of women has a very specific impact on the woman's psyche and self-image. Specifically, the objectified woman internalizes this view of self and, in turn, self-objectifies, thereby viewing herself as an object for others to observe and evaluate on the basis of her body

and her appearance (Frederickson & Roberts, 1997). As the woman self-objectifies, she makes herself vulnerable because she ceases to see herself as a whole person and is, in fact, an inferior entity within the social structure. That internal psyche is then projected outward, both socially and relationally. Those with whom the woman comes in contact perceive the self-objectification and treat the woman in ways that are consistent with her projection. This same cyclical pattern of behavior is present in abused women. As women are violated, they begin seeing themselves as victims, unworthy of anything better. They place themselves in situations that make them vulnerable and, then, accept the abuse they receive as the norm. Once they have accepted that being abused is a normal state of being, they have trapped themselves in a cycle of abuse from which there appears to be no escape. Upon close inspection of the objectified woman and the abused woman, one may find it difficult to differentiate between the two.

Conclusion

Whether objectification or abuse, the relative perceptions and outcomes align with Gerbner, Gross & Signorielli's (1994) Cultivation Theory. As a result of repeated media exposure, women adjust their attitudes about the self and, eventually, accept their views as truth. Sexually objectified and abused women view themselves as low-status individuals, undeserving of the same respect and honor as non-objectified, non-abused women. Accordingly, they appear to seek out those situations that can affirm to them that they are exactly who they have been conditioned to be -- silenced, inactive, dependent rag dolls owned and operated by their captors.

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The Times Initiative

Lauren Betten and Sara Stanton

In *Building Worlds, Transforming Lives, Making History: A Guide To Public Achievement*, written by Roudy Hildreth, team member Phala Hoeun provides this claim of citizenship, “What citizenship really means is that you have the right to contribute to creating the world and helping solve problems” (Hildreth, 1998, p. 22). In modern American politics, the standpoint of who has the ability to engage in political action is often misconstrued. According to the main-stage media outlets, political involvement is for those with wealthy, highly educated pasts. Political involvement is for those who have the upper-hand, whether it be through family, government, or monetary connections through other political figures. Because of this, a message of silence is sent to impoverished, uneducated youth across the nation, taking away their understanding of citizenship. However, Hildreth opens our eyes to an inspiring take on what American citizenship consists of:

“Citizenship refers both to the status of being a member in a community and to the quality of the individual’s rights, responsibilities, and contributions to his or her community. Public Achievement looks to broaden the formal ideas of citizenship by viewing any individual (of any age or legal status) as a public co-creator. Citizenship, thus conceived, emphasizes the on-going contribution of citizens to our common world” (Hildreth, 1998, p. 22).

After learning the true meanings of citizenship and politics through our Public Achievement class, we feel that it is imperative to spread this message of inclusivity to the youth of Milledgeville. As Georgia College students, we have an understanding that the community around us is lacking in terms of education and growth. We believe that engaging with Baldwin High School students, and providing them with the opportunity for them to understand the value of their opinions, their ideas, and their voice is a proactive approach at enriching the lives of the Milledgeville community.

Purpose

We, the students of Public Achievement at Georgia College in Fall 2016, believe the students involved in the Youth Enrichment Services (YES) program at Baldwin High School suffer from a lack of confidence, which is due to an inability to read, write, and communicate analytically and effectively. This inability results from an absence of emphasis on literacy and active listening in the classroom, which fosters a low self-esteem. We therefore propose to dedicate time with these students in order to cultivate an environment where students are given the space to develop reading, writing, and communication skills in a way that is respectful and thought-provoking. We will accomplish this by incorporating the Times Initiative into our enrichment time at Baldwin High School.

Initial Steps

The Times Initiative was initially created because Georgia College has free copies of the New York Times brought to campus daily. After discovering that the surplus Times are sold back to our vendor, and those read by students are thrown away at the end of every day, we knew there had to be an alternative for where the papers could go. Through Public Achievement, we saw a connection to the Milledgeville

community that not too many Georgia College students tend to have: high school students. We figured that bringing the Times into Baldwin High would not only allow students access to these papers, but their families and friends throughout Milledgeville would also have the opportunity to read the New York Times.

To get started, we presented our Public Achievement class with our idea so that we could gather their thoughts and ideas to enhance the project. After multiple discussions, we contacted Georgia College's provost, Costas Spirou, as well as Georgia College's connection to the Times, Greg Mitchell, to inform them of our idea and plan, and to ask their permission to take the Times to Baldwin. After permission was granted, we began to develop the curriculum of the Times Initiative.

Execution

The Times Initiative brings physical copies of the New York Times to the YES program at Baldwin High School in order to give students a space to use their voice. With the New York Times being delivered to our campus every day, the Times was on the forefront of our minds. As avid readers of the Times, we understand the positive impact it can have on developing critical thinking and the formation of personal principle. The articles and resources provided by the Times would be a vital component to accomplishing our goal of empowerment. We have begun experimenting with the online Learning Network designed by New York Times on our peers, and it has led to thought-provoking conversations in our classroom; we believe the Times can have the same effect with Baldwin High School Students. Our vision incorporates a few steps:

1. Collect the leftover New York Times from our campus and distribute them to participants of Public Achievement at Baldwin High School.
2. Assign an article for the students to read for the next meeting.
3. Find or create a writing response or activity that provokes stimulating conversations.
4. Encourage students to take these conversations further- into their classrooms, homes, and everyday discussions.

The most important part of our steps is that we created them to fit the needs of the community we are working in. We have an understanding of the environment that surrounds Baldwin High students; this understanding of the group is crucial for execution of the Times Initiative in any location. In order to create a program that fits them best, we have provided some guidelines to follow when considering your lesson plans and getting to know your students.

Guidelines

There are a few things we have observed in order to create a productive and encouraging atmosphere for the students. Some things will be specific to the group of students you are with, but some of these things will be important across the board.

1. Identify how incorporating the New York Times to curriculum will help your students. For the students at the YES at Baldwin High School, there were several benefits to keep in mind. Our initial purpose was to encourage students to be informed and create an informed opinion of the world around them. Because of the nature of Public Achievement, another one of our goals was to encourage students, through the Times, to be involved in their communities. Another reason we want them reading the Times is because many of them feel stuck in Milledgeville and doubt

that they could ever leave. However, encouraging them to be active followers of national and international news, other places become more attainable, therefore enabling them to a life with more possibilities, whether they choose to stay in Milledgeville or they choose to leave.

2. Create an environment where students feel their voice is valued and important. Make sure the students know each other, this could be accomplished by playing get-to-know your games prior to the Times Initiative portion of the day. It is important to for students to feel as if they can speak freely and openly about their beliefs, values and ideas about the world.
3. While picking an article, be aware of reading level of the students. If the article has several words above their reading level, either pick a new article or create a way for students to review the vocabulary. Here are a few ideas we have come up with:
 - a. Having a vocabulary/key concept list with the definitions of the words
 - b. Having a vocabulary/key concept list and have the students look up the definitions of the words
 - c. Play a game including the vocab terms
4. Pick a subject to discuss that will elicit meaningful conversation, encouraging students to create a respectful way to express their opinions. Stay clear of polarizing controversies that could create tension.
5. Lesson plans do not have to look the same. They do not always need to be solely discussion or a writing prompt. We experimented with improvisation exercises, games, crafts, and other things that allowed students to grasp the content of the news article better. Bringing variety to the Times Initiative is encouraged, because it allows students to see news stories in a new and creative light.
6. We have decided to incorporate the eleven Public Achievement concepts into our lesson plans with the New York Times. In doing this, we hope to enhance the current enrichment provided to students through the YES program. Incorporating these things will bring application to the times and allow the students to have a practical take away from the article that is read. Here is an example:

PA Concept: Accountability/Responsibility

Definition: Accountability and Responsibility are both public skills and concepts. The skill centers on being accountable for one's actions or words. In the context of public work, one is accountable to her or his self, group, site, and community. The concept has to do with the realization that every individual is a significant actor in society, and that each individual is in some sense responsible for the world in which they live.

Activity: "Let's Not Do This Again" Time allotted: 10 Minutes

Materials/supplies needed: New York Times (November 8, 2016), Page A17, Paragraphs 3 & 4 of "Let's Not Do This Again"

PA concept(s) identified and defined: Accountability/Responsibility

Specific public skills enhanced: Interpersonal communication

Scripted directions: Read paragraphs 3 & 4 of "Let's Not Do This Again" on page A17. Take a minute to read this section. Then take 4 minutes to answer the following questions:

1. Have you created any division between you and another person/people group recently? Provide specific examples. Have you done anything to bridge the gap between you and somebody who thinks differently of you recently? Provide specific examples.
2. Do you see yourself as a citizen who is responsible for creating unity? What are some specific and practical ways you can work towards a more unified community?
3. Do you feel like you can actually make a difference in the world? Why or Why not? If not, what are things that you feel might be holding you back? If so, where are some areas that empower you to make a difference?

The remaining time will be allotted to discussion.

Vocab/Key Terms:

Deliberation: long and careful consideration or discussion.

Demography: the study of statistics such as births, deaths, income, or the incidence of disease, which illustrate the changing structure of human populations.

Bunker: a reinforced underground shelter, typically for use in wartime.

Clannish: (of a group or their activities) tending to exclude others outside the group.

Conclusion

The Times Initiative opens opportunities for students to understand and utilize the power and value of their voice. This skill is important for all age groups; therefore, the Times Initiative could be incorporated in curriculum for elementary, middle, or high school students. The skills and values learned through the Times Initiative, such as speaking, interpersonal communication, reading, and valuing the opinions of others, are necessary for growth and will be carried throughout any life experiences. The Times Initiative not only allows students to develop these skills, but it also gives space for students to learn them in a new way that allows them to become informed about the world around them. In an age where hoax articles are being seen as truth and social media is seen as a credible source for information, it is important to immerse today's youth in credible news sources, and the way to do so is by incorporating creative and empowering approaches to news. By doing this, students are able to take the skills learned through discussion and writing, understand what a credible news source offers, then apply those skills and knowledge to create change and impact their own communities.

Make a difference in your community and invite others to make a difference with you. Inspire the younger generations to be invested in the people and issues around them. Be a change agent by empowering others to be change agents. Join us in our efforts with the Times Initiative and bring it to **your** community.

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Tweeting a Thesis on Twitter:

140 Characters to Better Thesis Statements

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Course

Public Speaking or Introduction to Writing

Objectives

- To increase students' understanding of what constitutes a thesis statement.
- To help students discover the fundamental meaning at the core of their message.
- To help students write more concisely, using the fewest (140 characters), most meaningful words possible to convey the essence of their content.

Rationale

In a culture driven by technological advances, it behooves every instructor to discern ways to integrate those advances into the classroom learning environment. The challenge to do so can sometimes be daunting and wrought with tireless effort. This somewhat elusive task; however, seems not so complex when examined in light of what may appear to be a simplistic task, such as writing a thesis statement. Typically, after giving first-year college students their initial speaking assignment, it becomes clear that the majority have no idea what a thesis statement is nor how to write one. The greatest challenge is helping them determine the “essence” of the message they wish to convey. Often, students make no differentiation between the thesis of the content and the points they wish to address related to that thesis. In a somewhat desperate effort to resolve the lack of clarity students have between their thesis and preview, along with the inability to capture the “essence” of their content, I began exploring social media as a conduit through which to illuminate the task. It became apparent that “Tweeting a Thesis in Twitter” might offer a viable solution to the problem.

When students are asked what is most difficult about writing a thesis, a few answers emerge. First, they struggle with reducing their content to a single meaningful phrase; second, they tend to write long, cumbersome statements containing a lot of verbiage that doesn't necessarily accomplish the task at hand; and, third, they write a thesis that combines a thesis and preview. Many writers contend that Twitter has made them better at their craft. For instance, Harvard graduate and author, Victor Lipman (forbes.com), argues that the writing success Twitter cultivates is all “about the compression and discipline that 140 characters imposes.” Specifically, Twitter forces writers to think about every single word they choose and to eliminate any extra, empty words that provide no content value. A couple of examples that well demonstrates the beauty of measuring words come from Brian Tracy who says, “Move out of your comfort zone; you can only grow if you're willing to feel...” (77 characters), and from Wright Thurston who tweets, “If you understand the value of #gratitude, you will become a rich person” (73 words).

Description of Activity

“Tweeting a Thesis On Twitter” can easily be completed in a single class period, 50-75 minutes in length, with time remaining for follow up discussion. This activity requires that the instructor bring in short speeches for students to read and, subsequently, formulate a thesis. For example, I have used Lou Gehrig’s *Farewell to Baseball Address*, Senator John Edwards’ speech *Two Americas*, Winston Churchill’s speech *Blood, Toil, Tears, and Sweat*, and the like.

Prior to this activity, students need to understand what a thesis is, how it differs from the preview of main points, and where it fits within the structure of the introduction. It is best if the activity is scheduled before students present their first speech to give them clarity on the structural layout of the introduction. Once they have mastered the introduction, the remainder of the speech structure readily flows from there.

At the beginning of class, explain to students that they will be broken up into groups of 4-5 people, with each group being assigned a different short speech to read and construct a thesis for, based on their understanding of the core meaning of the content. The parameters given include, 1) the thesis cannot contain the main points to be discussed; 2) the thesis must be substantive in form and content, meaning it cannot simply be a statement of purpose, and 3) the thesis can be no more than 140 characters. For ease of character count, I recommend they “fake” tweet the thesis within the Twitter application.

The process for writing the thesis is as follows:

- Read over speech as a group and come to consensus about its core meaning.
- Based on what group believes to be the core of the speech, construct a thesis without concern about length.
- Systematically, go through and eliminate words that serve little to no purpose, until they have only those words that are necessary and fundamental to the meaning.
- “Fake” tweet the thesis to check character count.
- Revise any thesis over the 140-character count.

Once all groups have completed the assignment, each group reads their short speech (it can also be projected up front so others can follow along) and thesis to the rest of the class. The other groups and the instructor provide feedback on the quality of the thesis and revise as necessary. A thesis example from one group for Lou Gehrig’s *Farewell to Baseball Address* (<http://baseballhall.org/discover/lou-gehrig-luckiest-man>) was the following:

Though life brings many obstacles, the good outweighs the bad.

Debriefing

After all groups have read their respective speeches and thesis, instructor may wish to reiterate the elements of the introduction and have a discussion about how these elements might be constructed for each group’s speech. This will help to, once again, reiterate the importance of structure, the distinction between the attention getter, the thesis, and the preview, and give students an opportunity to ask questions specific to any upcoming speeches.

Variations

This same activity can be done with short speeches students are asked to write in preparation for an upcoming speech assignment. This alternative might be of greater value to students since it will directly connect with the current class requirements.

Appraisal

Students find this activity to be helpful in learning what a thesis is and how to write one. Most express that it helps them better understand the importance of the thesis, and gives a clearer picture of how their speech should be structured.

"What even is plagiarism?": Measuring undergraduates' comprehension of source attribution standards in a Public Speaking class

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What is plagiarism?

Plagiarism is a type of academic dishonesty, but most of the literature on the subject does not differentiate between different types of cheating, obscuring our understanding of plagiarism (Stone, Kisamore, Jawahar, & Holden Bolin, 2014). Researchers use many different terms to describe these behaviors: cheating, academic fraud, academic dishonesty, and plagiarism. Most researchers agree, however, that these behaviors, by whichever name, are common, with estimates of cheating rates in undergraduate classrooms over 80% (McCabe et al., 2001a, 2001b; McCabe & Trevino, 2002; Dawkins, 2004; Callahan, 2004; Whitley, 1998).

Even though common, plagiarism is still a serious issue; some researchers have found that academic dishonesty can be a predictor of workplace dishonesty (Hilbert, 1985; Lucas & Friedrich, 2005). Unfortunately, it is also a difficult issue to solve. One study of students' perceptions of cheating and reports of cheating behavior in a basic public speaking course found little evidence that recommended actions to remedy the situation were working (Holm, 2002). Students were found to be lying about where they found information, fabricating sources, and making up bibliographic data for speaking assignments (Holm, 2002). Even graduate students, despite 14 or 15 years of education, are prone to breaches of academic integrity (Marsden, Carroll, & Neill, 2005; Gilmore, Strickland, Timmerman, Maher, and Feldon, 2010; Mahmud & Bretag, 2013; Lovitts, 2005).

In order to predict plagiarism, the different forms of plagiarism must be understood. Park identified four main ways that a student might plagiarize:

- Stealing material from another source and passing it off as their own, e.g. buying a paper from a research service, essay bank or term paper mill (either pre-written or specially written), copying a whole paper from a source text without proper acknowledgement, submitting another student's work, with or without that student's knowledge (e.g. by copying a computer disk).
- Submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own.
- Copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted.
- Paraphrasing material from one or more source texts without supplying appropriate documentation (Park, 2003).

Walker (2010) defined only three categories: verbatim (word for word theft), sham (verbatim

copying presented as a paraphrase), and purloining (verbatim copying of another student's work). There are many forms of misuse of evidence or lack of citation that are not covered in Walker's categories. Dee and Jacob describe *mosaic plagiarism*, in which a writer combines ideas from multiple sources, citing some but not all, and not accurately (2010). Similar to this is *patchwriting*, where the writing is close to verbatim, but with some grammatical changes, synonyms, or small deletions or additions (Howard, Serviss & Rodrigue, 2010). None of these studies have investigated plagiarism in verbal communication.

Childers and Bruton (2016) point out that patchwriting and verbatim plagiarism are generally understood by students to be plagiarism, and are usually detected by plagiarism-detection software. This is significant, because much of what we know about plagiarism to date is unclear, including how well students understand it. Most of the literature on academic dishonesty does not differentiate between different types of cheating and plagiarism, obscuring our understanding of the issue (Stone, Kisamore, Jawahar, & Holden Bolin, 2014). There are few instances in the literature where the idea of inadequate citation (there is some citation but it is not accurate or not complete), or where the appropriation of others' ideas as well as words is included or measured, and most of those depend on self-reporting by students, which may or may not accurately represent their actual behavior (Childers & Bruton, 2016).

Students often cannot identify plagiarism when given examples, and do not know how to paraphrase and cite (Marshall & Garry, 2006; Yeo, 2007; Pecorari, 2003). Although students may articulate some understanding of plagiarism, and that it must be avoided, they do not understand the purpose of citation itself, other than as a required convention of academic writing, rather than as a means of contributing to an ongoing accumulation of knowledge (Lofstrom, 2011). Some researchers have found that students feel confused by the rules, and express fear that they may accidentally fall into plagiarism even when trying not to, or even to accidentally echo a phrase previously encountered and mistake it for their original thought (Ashworth, Bannister & Thorne, 1997). This is consistent with other's findings that students cannot identify plagiarism when given examples, do not know how to paraphrase and cite (Marshall & Garry, 2006; Yeo, 2007; Pecorari, 2003). As undergraduates, students generally exhibit discomfort with traditional research activity, and do not categorize information literacy or research skills as necessary, making it difficult to convey the importance of accurate citation and attribution (Murtonen, Olkinoura, Tynjala, & Lehtinen, 2008).

Why do students plagiarize?

Many researchers have shown a strong relationship between insufficient education on how to avoid plagiarism and uneven deterrence measures, and higher rates of academic dishonesty (Kerkvliet & Sigmund, 1999; Stevens & Stevens, 1987). East (2010) explains that talking about plagiarism and how to prevent it is complicated by the fact that there is disagreement over the very nature of the act. Is it a simple infraction against academic convention, or is it a moral failure akin to stealing? Despite the frequency with which plagiarism occurs, students in one survey expressed strong disapproval of plagiarism or any form of cheating, rightly noting that it was not just personally dishonest, but had the potential to negatively impact others (Walker,

2012). Some other students may see accurate citation more as a courtesy or sign of politeness than a legitimate academic concern (Ashworth, Bannister, & Thorne, 1997).

Plagiarism is impacted by a student's level of moral reasoning, as well as by time in semester (the end is worst) and GPA (those students with a higher GPA are less likely to plagiarize) (Abdolmohammadi & Baker, 2007). If a student sees a fellow student cheat, they are more likely to cheat. McCabe and Trevino explain that "much of human behavior is learned through the influence of example and deviant behavior is influenced by close association with others involved in deviance" (1997, p. 383). Although the risk of detection does inhibit cheating (Houston, 1983; Michaels & Miethe, 1989; Tittle & Rowe, 1973), Michaels and Miethe (1989) found that students will still do it if they perceive the benefits as greater than the risk. A more effective measure to deter plagiarism may be to engage a discourse of learning that directly identifies ethical behavior as an academic outcome (Atkins & Herfel, 2006; Cogdell & Aidulus, 2007).

Often, even when plagiarism is discovered, nothing is done; some instructors may not be willing to invest the time and energy necessary to complete a review process, or to face the possible ramifications. For adjunct instructors, the risk of rocking the boat or being perceived as a "trouble-maker" is too great, especially when it is easy to rationalize plagiarism as an effectively victimless crime (Chace, 2012).

How do we teach about plagiarism?

The response to plagiarism in many institutions indicates that it is considered a moral failing, and the language in many honor codes casts cheating as not just academically unacceptable, but dishonorable. "If plagiarism is seen as a breach of convention, students who plagiarize are likely to be seen as in need of education; on the other hand, when plagiarism is positioned as a moral problem ... transgressors are vulnerable to being judged and penalized from an emotional reaction" (East, 2010, p. 81). Enacting systems of deterrence and harsh punishments may influence students to refrain from plagiarism in the short term, but they also run the risk of escalating the problem, as students find new, harder-to-detect ways (Sutherland-Smith, 2010).

Some researchers argue that plagiarism is a symptom of a broken educational system: "plagiarism is not only an issue of student assessment. It is a symptom of a deeply entrenched academic culture that arguably places tangible rewards (grades, diplomas, publications, promotions, grants) above the intrinsic value of learning and knowledge creation" (Bretag, 2013). When students view education as a means to an end, rather than intrinsically valuable, it becomes easier to rationalize cutting corners. Students who are more engaged are less likely to engage in plagiarism behaviors (Calabrese & Cochran, 1990). Some educational practices, such as student research, can lead to a higher level of engagement. When students are involved in research, they report higher levels of appreciation for it (Howitt, Wilson, Wilson, & Roberts, 2010) as well as improved quantitative reasoning (Henderson, Nunez-Rodriguez & Casari, 2011).

Prevention of plagiarism requires improved education. Simply educating students about plagiarism helps reduce it (Landrau, Druen & Arcuri, 2002). But merely teaching avoidance of plagiarism as a rule tends to obscure focus on the actual purpose of citation, which is to contribute to an ongoing accumulation of knowledge (Lofstrom, 2011). Research indicates that plagiarism may be best addressed through a holistic approach which is centered on a recognition of ethical behavior as a learning outcome (Sutherland-Smith, 2010). Others have shown a strong relationship between insufficient education on how to avoid plagiarism and uneven deterrence measures, and higher rates of academic dishonesty (Kerkvliet & Sigmund, 1999; Stevens & Stevens, 1987). Anyanwu points out that “it is not reasonable for a university to punish students for breaches of a plagiarism policy if the skills required for understanding that policy have not been taught explicitly to all students, and the students provided with the opportunity to practice those skills and have them evaluated and commented upon by academic staff” (2004).

A complicating factor in the public speaking classroom is the confusion that exists for some students about citation standards in verbal communication (Holm, 2002). Some students who may exhibit appropriate citation behaviors in written assignments fail to do so in speeches. There is little research which addresses plagiarism in verbal communication specifically, and less which illuminates ways to prevent or address it. We do know that simply educating students about plagiarism does help prevent it (Landrau, Druen, & Arcuri, 2002), and that harsh punishments alone are not effective at deterrence (Sutherland-Smith, 2010). Further study is needed to understand how students in a public speaking class understand source citation, and how to address the problem effectively in verbal communication.

Methodology

This study aims to increase our understanding of exactly what a population of undergraduate students understand about plagiarism and its avoidance, as well as their beliefs about citation in written and verbal communication. To achieve this, a survey was administered to 125 students enrolled in a public speaking class at a small public baccalaureate institution. Students were asked a series of multiple choice questions to gauge their understanding of proper source citation in written assignments and in verbal assignments. Some of the questions asked for students' beliefs about plagiarism and citation, while others were examples of text with citations in which students were asked to identify if the citation was correctly or incorrectly applied. Additionally, they were asked to offer their own definition of plagiarism in an open-ended response question. The surveys were administered to students during their final examination period, at the end of their public speaking course, and participation was voluntary. Surveys were collected separately from the examinations, and were anonymous.

Survey data was analyzed both quantitatively and qualitatively; the multiple-choice data was compiled into simple descriptive statistics, and the open-ended data was coded qualitatively to extract significant themes.

Results

Of the 125 respondents, 95% answered that source citation was the same in verbal communication as in written communication. Approximately 50% viewed plagiarism as a moral failing; research indicates that this thinking co-varies with higher rates of plagiarism (East, 2010). When asked if sources are required only for direct quotations or paraphrases, 20% answered yes, indicating a lack of understanding of “patchwriting” and “mosaic plagiarism.”

The qualitative question at the end of the survey asked respondents to define plagiarism in their own words. The results were strikingly similar, though three significant themes emerged. First, many respondents specifically used the terms “stealing” or “theft” and “words.” The implications of this usage are that these students do ascribe a moral value to plagiarism behaviors, and that they focus specifically on others’ words, but not necessarily on thoughts, ideas, or conclusion. However, another significant minority of students used “thoughts” in their answers, indicating a more thorough understanding of citation requirements. The last significant theme was the use of the words “knowing,” “intentional,” or “purpose,” indicating that plagiarism behaviors are always intentional (and that perhaps unintentional plagiarism does not count). This supports the previous implication, that students view plagiarism as a moral issue, such that if it occurs accidentally, the plagiarist is excused of fault.

Conclusions

The results of this survey provide implications for both teaching and research. Because we know that educating students about citation leads to lower rates of plagiarism, the deficits in understanding about citation in speeches exhibited by the respondents in this study could be addressed in the public speaking classroom. Assignments intended to help students connect the idea of citation to the information in their speeches, such as annotated bibliographies, or assignments in which students practice writing out citation information in verbal style might be helpful. Additionally, having students watch speeches from video supplements, and critique the source citations, might help them grasp how and when to cite verbally.

Future research in the area of plagiarism in public speaking classrooms might focus on the effectiveness of specific learning activities in reducing rates of plagiarism. Additionally, qualitative research that further explores students’ understanding of conventions of citation in verbal communication as it differs from written communication would be useful. And, because of the small scale of this study, additional research that seeks to replicate the questions raised by this study would be useful.

Plagiarism in both written and verbal forms is a problem that deserves attention. Thoughtful, research-based, practically-tested methods can help reduce the behaviors. Focus on thoroughly explaining source attribution and demonstrating how to do it correctly should be the first step.

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