



*Style Manual for  
Communication Studies*

Third Edition

John Bourhis  
Carey Adams  
Missouri State University

Scott Titsworth  
Ohio University



**Higher Education**

Boston Burr Ridge, IL Dubuque, IA New York San Francisco St. Louis  
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City  
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto

## CHAPTER FIVE A CONDENSED APA STYLE GUIDE

### FORMATTING THE TEXT OF YOUR PAPER

#### TYPING

Unless otherwise instructed, all written work submitted for evaluation must be typed. The type must be clear, dark, and easily readable. Laser-quality output has become the minimum acceptable standard for instructors as well as prospective employers. Use only standard typefaces such as Courier or Prestige Elite (standard typewriter faces), Helvetica or Times Roman (standard word-processing type faces) or their equivalents, and standard type sizes (10 or 12 point). Only type on one side of the paper. Never use "fancy" or unusual fonts. Do not justify the right margin.

#### PAPER

Use only heavy, white, 8.5 by 11-inch bond paper. Never submit any work typed on erasable or "onion skin" paper. If you use erasable paper, have a high-quality photocopy made on heavy, white, 8.5 by 11-inch bond paper and submit the photocopy to your instructor. Keep the original copy for your files.

#### INDEX TO APA RULE BOXES

- |                |                                                    |
|----------------|----------------------------------------------------|
| APA RULE BOX 1 | Use "p." and "pp." to indicate page references, 56 |
| APA RULE BOX 2 | Use the ampersand "&" instead of "and," 57         |
| APA RULE BOX 3 | Use of primary and secondary sources, 59           |
| APA RULE BOX 4 | Capitalizing in the title of a book, 61            |
| APA RULE BOX 5 | Capitalizing in article and journal titles, 62     |
| APA RULE BOX 6 | Use quotation marks and underlining in titles, 63  |
| APA RULE BOX 7 | When to document a source, 65                      |

#### MARGINS

The newest edition of APA allows you to set your margins at either 1 inch or 1.5 inches top, bottom, left, and right. Consult your instructor to see if she has a particular preference. Whichever size margins you choose, be consistent throughout the entire manuscript. Nothing should appear within the margins.

Indent the first word of each paragraph five to seven spaces from the left margin. Quotations in excess of 40 words should be indented five spaces from the left margin, double-spaced, and without the usual paragraph indentation. Quotations in excess of 40 words and more than one paragraph in length should have the second and each additional paragraph indented five spaces from the new margin.

## LINE SPACING

Your paper should be double-spaced throughout, including the heading, title, text, quotations, and references page.

Magic Kingdom 1
Running head: MAGIC KINGDOM
Entering and Exiting the Magic Kingdom: How Metaphors Are Used During the Organizational Assimilation Process at Disney World John Doe Concordia College

## TITLE PAGE

APA requires that your paper have a title page. The components of a title page are: the title of your paper, your name, institutional affiliation, and a running head. The title must also appear centered at the top of the first page of your paper followed by two spaces before the text of the paper begins. In APA, the preferred form of an author's name is first name, middle initial, and last name. Institutional affiliation refers to where the author(s) conducted the research. This includes your school. The running head is an abbreviated title that is printed at the top of the pages of a published manuscript to identify the article for readers. On your title page, type the running head in uppercase letters, flush left two lines below the pagination line. Beginning with the title, type the remaining information centered on the page, as shown in the example title page and in the sample papers in the appendixes.

## PAGINATION

All scholarly writing requires pagination. Number all of the pages consecutively throughout the manuscript. Page "1" of the manuscript is the title page. Place all pagination in the upper right-hand corner, 1½ inches from the top and 1½ inches from the right of the page—depending on which margin size you have chosen. Remember, keep the margin area clear so your instructor has a place to make comments. To identify the manuscript, type the first two or three words from the title in the upper right-hand corner five spaces to the left of the page number. Do not punctuate the page number in any way.

Magic Kingdom 1
-----------------

## BINDING

Unless otherwise instructed, neatly staple the pages of your paper together in the upper left-hand corner. Do not tape, pin, or tear the corner(s) to bind the pages of your paper together. Unless specifically instructed to do so, do not submit your paper in a binder of any kind. Such bindings often make it difficult for instructors to easily grade your paper.

## ABSTRACTS

APA requires an abstract for all papers/articles being submitted to a convention for presentation or to a journal for review and possible publication. Normally, this requirement is waived for the typical undergraduate paper. However, in

special cases, your instructor may require that you write an abstract for your paper.

An abstract provides a comprehensive but brief (75–100 words) summary of the contents of a paper/article. The abstract should be descriptive of the contents of the work cited, not evaluative. Do not indent the first word of the abstract.

An abstract for a theoretical article should contain the following information:

1. a concise statement of the topic;
2. a description of the purpose, thesis, or central construct that guides the work;
3. the sources of information used in the book or article; and
4. the conclusions and implications of the book or article as suggested by the author(s).

An abstract for an empirical study should contain the following information:

1. the research question(s) or hypothesis(es) studied;
2. a description of the subjects employed in the study including: number, type, age, sex, and selection procedures;
3. a description of the experimental method(s) employed;
4. the results of the study including significance levels where appropriate; and
5. the conclusions and implications of the research as suggested by the author(s).

Abstract

A meta-analysis of 183 experiments comparing the effect sizes of measurement techniques for assessing the effectiveness of public speaking anxiety treatments was conducted. The comparison showed differences between self-report, observer, and physiological measurement techniques. However, no interaction was observed between the type of therapy and the type of measurement technique. The implications for measuring public speaking anxiety and the classroom application of the results are considered.

## CITING SOURCES IN THE TEXT OF YOUR PAPER

APA style uses parenthetical references for citing sources. Parenthetical references are placed within the text of the paper rather than at the bottom of each page (footnotes) or at the end of the paper (endnotes). The basic format for an APA parenthetical reference is: (author's last name, followed by a comma and space, and the year in which the work was published).

For example:

Surprisingly, television probably is more conservative than other media in its portrayal of family life (Albada, 2000).

As a way of adding variety to your citations, mention the author's name in the text and include the year parenthetically. For example:

Albada (2000) suggests that television probably is more conservative than other media in its portrayal of family life.

When citing an entire work, the most elegant citation is to include the author (and possibly the work) in the text and include the year parenthetically.

In *The Corporate Culture Survival Guide*, Edgar Schein (1999) provides a layperson's guide to understanding organizational culture.

or

Schein (1999) provides a layperson's guide to understanding organizational culture.

When citing an English translation of a non-English work, include the author's name, the original date of publication, and the date of the English translation. For example:

The French were not the first to make this observation (Foucault, 1969/1982).

When a reference contains a direct quotation, APA requires that a page number(s) be included in the parenthetical reference. The basic format for an APA parenthetical reference for a direct quotation is: (author's last name, comma, space, date, comma, space, "p." space, followed by the page number(s)). For example:

“The easiest level to observe when you go into an organization is that of artifacts: what you see, hear, and feel as you hang around” (Schein, 1999, p. 15).

#### APA RULE BOX 1

APA makes use of “p.” to indicate a single page reference or “pp.” to indicate that a quotation appears on more than one page of the cited material. Also note that the concluding punctuation appears at the end of an extended quotation BEFORE the parenthetical reference. In APA, no punctuation follows the parenthetical reference for an extended quotation.

The same rules apply when citing a direct quotation from a source with two authors. If the work cited has two authors, include the names of both authors each time the reference occurs in the text.

“Perhaps the most essential feature of human interaction is that it involves adaptation” (White & Burgoon, 2001, p. 9).

If the work cited has three or more authors, include the names of all authors the first time a reference is made to the work. In subsequent references, include only the first author’s name followed by “et al.” (meaning “and others”), followed by a space and the date.

First reference:

“The assumption is that persons dishonest during the employment interview will be dishonest on the job” (Mattson, Allen, Ryan, & Miller, 2000, p. 148).

Each subsequent reference:

“Although further research is warranted, this study provides the foundation on which to build a more complete understanding of deception as both an interpersonal and an organizational phenomenon” (Mattson et al., 2000, p. 155).

#### APA RULE BOX 2

Notice that in the parenthetical reference the ampersand, or “&” sign, is used. In parenthetical references and in the list of references, APA uses the ampersand instead of spelling out “and.” In the text of the paper, always use “and.”

When a direct quotation exceeds 40 words in length, APA requires that the quotation be set off from the rest of the text. Introduce and cite the quotation as you would normally, omit the quotation marks, indent the entire quotation five spaces from the left margin, and type it in block form within the text. If the quotation exceeds 40 words in length and contains more than one paragraph, indent the first word of each subsequent paragraph five spaces from the new left margin. For example:

The social sciences are another matter.

While theories about human behavior often cast their predictions in cause-and-effect terms, a certain humility on the part of the theorist is advisable. Even the best theory may only be able to talk in terms of probability and tendencies—not absolute certainty. (Griffin, 2000, p. 23)

Note that the punctuation appears at the end of the block quotation, not at the end of the citation for the quotation. Do not include any punctuation at the end of the citation for a block quotation.

When citing a single work by an author of two or more works with the same publication date in the text of your paper, include the suffixes a, b, c, and so forth after the year. You determine which reference gets which suffix by alphabetizing the references in your bibliography by the title of the work (because the author’s name is the same for each reference) and then assigning “a” to the first, “b” to the second, and so on. Because suffixes are determined by alphabetical order, you may cite the reference with the “b” or “c” suffix in your paper before you cite the “a” suffix.

In addition to examining the cultivation effect (Shrum, 1999b), the author also critiqued data collection methods (Shrum, 1999a), and analyzed the interaction of television programs and advertisements (Shrum, 1999c).

## CITING SOURCES OBTAINED ELECTRONICALLY

The goal of any form of citation is to allow you or someone else to retrieve the information you have used in your manuscript. Your citation must be complete and allow others to retrace your steps in obtaining the information electronically. With electronic citations, punctuation and capitalization must be accurate in the address. Use standard APA rules and conventions for citing authors and sources discussed previously in this section, including rules for capitalization.

The June 2007 APA Style Guide to Electronic References includes the following major updates:

- Deletion of retrieval dates if the content is not going to be changed.
- Use of a DOI (Digital Object Identifier) instead of a URL—now available for some scholarly journals.
- Deletion of well-known database names unless the source is a hard-to-find book or other document of limited circulation.

In general these guidelines require electronic sources to use the following format that can be readily adapted to various forms of electronic material. Minor adaptations are necessary for electronic sources such as Web pages or electronic mail messages. Later in the chapter we provide examples of citations following this format:

Author's last name, first and middle initials. (Date of publication, revision, or indicate n.d. for no date). Title of specific work. Complete DOI or Retrieved from complete electronic address.

## PRIMARY VERSUS SECONDARY SOURCES

To properly evaluate sources, you need to determine whether your supporting material is from a primary or a secondary source. Primary source material (direct) refers to research, information, or opinion as it was originally presented or published. Secondary source material (indirect) is a summary of research, information, or opinion prepared by someone other than the original creator. If someone conducts a study regarding the relationship between test apprehension and academic achievement and publishes the results of the study, that article is a primary source. If a student locates a copy of the printed article on test apprehension and academic achievement and uses information from the article in a course paper, the student's paper is a secondary source. When you cite a textbook, you often rely on a secondary source—the author of the textbook is summarizing the work done by others. You trust that the author of the text has read and analyzed primary source material and is accurately and objectively summarizing that material in the text.

### APA RULE BOX 3

As a general rule it is always preferable to rely on primary versus secondary source material in your writing. Reliance on primary source material results in scholarship that is more credible and persuasive. For this reason, graduate students may be required to use only primary source material in their scholarly writing, particularly for the thesis and dissertation.

## CITING A SECONDARY SOURCE IN YOUR MANUSCRIPT

To document to the reader that you are relying upon secondary source material in your manuscript, identify the primary (direct) source and use "as cited in" preceding the secondary (indirect) source in which you found the material. In the list of references, only include the source you consulted (secondary source), not the primary source you are citing.

Celia Green once wrote that, "The way to do research is to attack the facts at the point of greatest astonishment" (as cited in Reinhard, 2001, p. 183).

In this example Celia Green is the primary source and John Reinhard is the secondary source. In the list of references the citation would read:

Scholarly Writing 12

### References

Reinhard, J. (2001). *Introduction to communication research* (3rd ed.). Boston: McGraw-Hill.

## INDEX TO APA REFERENCE ENTRIES

### BOOKS

1. One author, 60
2. Two authors, 61
3. Three or more authors, 61
4. Two or more books by the same author, 61
5. Book with an editor, 61
6. Book with two editors, 61
7. An edition other than the first, 62
8. A work in a book, 62
9. A translation, 62

### ARTICLES

10. One author, 63
11. Two authors, 63
12. Three or more authors, 64
13. Monthly or bimonthly periodical, 64
14. Weekly or biweekly periodical, 64

### NEWSPAPERS

15. Signed article from a daily newspaper, 64
16. Unsigned article from a daily newspaper, 65
17. Signed editorial from a daily newspaper, 65
18. Unsigned editorial from a daily newspaper, 65

### MANUSCRIPTS

19. Unpublished manuscript, 65

20. Unpublished paper presented at a meeting, 65

### PERSONAL COMMUNICATIONS

21. Personal communications, 66

### PUBLIC LECTURES

22. Public lectures, 66

### FILMS

23. Films, 66

### TELEVISION PROGRAMS

24. Television programs, 66

### RADIO BROADCASTS

25. Radio broadcasts, 67

### ENCYCLOPEDIA OR DICTIONARY

26. Encyclopedia or dictionary, 67

### ELECTRONIC SOURCES

27. Internet article based on a print source, 67
28. Article in an Internet-only journal or periodical, 68
29. Multipage document created by private organization, no date, 68
30. Stand-alone document, no author identified, no date, 68
31. E-mail, 68
32. Electronic copy of an article or abstract retrieved from a database, 69
33. Online discussion groups and electronic mailing lists, 69

## SAMPLE APA ENTRIES

### BOOKS

#### 1. BOOK WITH ONE AUTHOR

Fairhurst, G. (2007). *Discursive leadership: In conversation with leadership psychology*. Thousand Oaks, CA: Sage.

Kanter, R. (2004). *Confidence: How winning streaks and losing streaks begin and end*. New York: Crown Business.

#### 2. BOOK WITH TWO AUTHORS

Galanes, G., & Adams, K. (2007). *Effective group decisions: Theory and practice* (12th ed.). Boston: McGraw-Hill.

### APA RULE BOX 4

#### How do I know which words to capitalize in the title of a book?

In book titles and subtitles, capitalize the first word of the title and of the subtitle, if any. All other words begin with a lowercase letter unless they are a capitalized term. Separate titles from subtitles with a colon. Include any other punctuation that is part of the title. Italicize the entire title, including the ending punctuation. For example:

*Effective group discussion: Theory and practice.*

#### 3. BOOK WITH THREE OR MORE AUTHORS

Nelson, P. E., Pearson, J. C., & Titsworth, S. (2007). *Public speaking: A guide for the engaged communicator*. Boston: McGraw-Hill.

#### 4. TWO OR MORE BOOKS BY THE SAME AUTHOR

Orbe, M. (2007). *Interracial communication* (2nd ed.). Thousand Oaks, CA: Sage.

Orbe, M. P. (1998). *Constructing co-cultural theory: An explication of culture, power, and communication*. Thousand Oaks, CA: Sage.

#### 5. BOOK WITH AN EDITOR

May, S. (Ed.). (2006). *Case studies in organizational communication: Ethical perspectives and practices*. Thousand Oaks, CA: Sage.

#### 6. BOOK WITH TWO EDITORS

Craig, R., & Muller, H. (Eds.). (2007). *Theorizing communication: Readings across traditions*. Thousand Oaks, CA: Sage.

Jablin, F. M., & Putnam, L. L. (Eds.). (2001). *The new handbook of organizational communication: Advances in theory, research, and methods*. Thousand Oaks, CA: Sage.

## 7. AN EDITION OTHER THAN THE FIRST

West, R., & Turner, L. *Introducing communication theory: Analysis and application* (3rd ed.). Boston: McGraw-Hill.

## 8. A WORK IN A BOOK

Miller, K. (2006). Communication as constructive. In G. Shepherd, J. John, & T. Striphas (Eds.), *Communication as: Perspectives on theory* (pp. 31-37). Thousand Oaks, CA: Sage.

### APA RULE BOX 5

#### How do I know which words to capitalize in article and journal titles?

Capitalize the first word of an article title and subtitle, if any. Separate a title from its subtitle with a colon. For example:

Interpersonal deception: Communication apprehension as a contributing factor.

Give the journal title in full. Capitalize all nouns, pronouns, adjectives, and adverbs. Do not capitalize coordinating conjunctions (and, but, for, nor, or) or prepositions introducing phrases (of, before, in, to). Do not capitalize an article (a, an, the) unless it is the first word of a journal title. Italicize the title including the ending punctuation. For example:

*Quarterly Journal of Speech.*

## 9. A TRANSLATION

Aristotle. (1954). *The rhetoric* (W. R. Roberts, Trans.). New York: Modern Library. (Original work published 330 B.C.E.)

Foucault, M. (1982). *The archaeology of knowledge* (A. M. S. Smith, Trans.). New York: Pantheon Books. (Original work published 1969)

## ARTICLES

The basic format for an article entry includes: author's name; date of publication; title of article; name of periodical; volume number; and page numbers.

## 10. ARTICLE WITH ONE AUTHOR

Abelman, R. (2007). Fighting the war on indecency: Mediating TV, Internet, and videogame usage among achieving and underachieving gifted children. *Roepers Review*, 29, 100-112.

Aubrey, J. S. (2007). The impact of sexually objectifying media exposure on negative body emotions and sexual self-perceptions: Investigating the mediating role of body self-consciousness. *Mass Communication & Society*, 10, 1-23.

## 11. ARTICLE WITH TWO AUTHORS

Barge, K., & Schlueter, D. (2004). Memorable messages and newcomer socialization. *Western Journal of Communication*, 21, 233-257.

Mazer, J. P., & Murphy, R. E. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56, 1-17.

### APA RULE BOX 6

#### When citing an article in a periodical, when do I use quotation marks and when do I italicize?

Quotation marks are never used in APA unless they are part of the punctuation of a title. Do not italicize article titles. Italicize book, journal, and film titles followed by a period. Italicize the period following the title. Italicize the commas before and after volume numbers in a periodical citation.



## 12. ARTICLE WITH THREE OR MORE AUTHORS

Allen, M., Bourhis J., Burrell N., & Mabry, E. (2002). Comparing student satisfaction with distance education to traditional classrooms in higher education: A meta-analysis. *American Journal of Distance Education, 16*, 83-89.

English, E., Llano, S., Mitchell, G., Morrison, C. E., Rief, J., & Woods, C. (2007). Debate as a weapon of mass destruction. *Communication & Critical/Cultural Studies, 4*, 221-225.

## 13. ARTICLE IN A MONTHLY OR BIMONTHLY PERIODICAL

Holland, R. J., & Potter, L. R. (2000, August). Customer vs. audience: When worlds collide. *Communication World, 17*, 15.

Make the right impact with technology. (2000, October). *Training, 37*, 1.

## 14. ARTICLE IN A WEEKLY OR BIWEEKLY PERIODICAL

Berman, D. (1998, November 2). Calling all raconteurs: Executive Communications Group holds executive storytelling seminars as a communication tool. *Business Week, 6*.

Slatalla, M. (2000, September 11). Brotherly love: A study suggests ways to rear siblings who will get along now—and for the rest of their lives. *Time, 156*, 122.

## NEWSPAPERS

The basic format for a newspaper entry includes: author's name; date; article title; name of newspaper; and page.

## 15. SIGNED ARTICLE FROM A DAILY NEWSPAPER

Regan, T. (2007, October 17). Maybe e-mail isn't such a great idea, after all. *Christian Science Monitor*, p. 16.

## APA RULE BOX 7

### When must I document a source?

You must document a source whenever you:

1. directly quote, word-for-word, someone else's work;
2. paraphrase or summarize someone else's work; and
3. use facts and data that are not common knowledge.

As a general rule, when in doubt, provide a citation. You will rarely be penalized by your instructor for giving credit to someone's work.

## 16. UNSIGNED ARTICLE FROM A DAILY NEWSPAPER

Your career. (2007, October 14). *The Boston Globe*, p. V8.

## 17. SIGNED EDITORIAL FROM A DAILY NEWSPAPER

Young, Cathy. (2006, November 6). Radicalism in the deaf culture. *The Boston Globe*, p. A13.

## 18. UNSIGNED EDITORIAL FROM A DAILY NEWSPAPER

On the heights of excellence: Best school systems around the world avoid distractions such as faith-based funding. (2007, September 30). *The Toronto Star*, p. A25.

## MANUSCRIPTS

## 19. UNPUBLISHED MANUSCRIPT

Adams, C. (2001). *Instructors' use of e-mail and student perceptions of immediacy*. Unpublished manuscript.

Striley, C. (2007). *The multiple realities of gifted children: Socially constructing the duality of privilege and marginalization*. Unpublished manuscript.

## 20. UNPUBLISHED PAPER PRESENTED AT A MEETING

Bohľman, D., & Harness, L. (2007, November). *Sunday morning drivers: A content analysis of topic choice and frequency in Sunday morning news*

shows. Paper presented at the annual meeting of the National Communication Association, Chicago.

## 21. PERSONAL COMMUNICATIONS

Personal communications may include sources such as letters, memos, e-mail, messages from electronic bulletin boards, telephone conversations, interviews, and class lectures. Because they are not retrievable sources, APA does not include personal communications in the reference list. Instead, cite personal communications in the text only. Your instructor may give you specific instructions about citing certain nonretrievable sources such as interviews or class lectures. Absent any specific instructions, personal communications should be cited in the text as in these examples. Give the initials and surname of the communicator, and provide as exact a date as possible.

(J. B. Bourhis, personal communication, April 8, 2007)

(C. H. Adams, personal communication, January 28, 2007)

## 22. PUBLIC LECTURES

See the format for Personal Communications.

## 23. FILMS

The basic format for a film includes: director's name; date; film title; [Film]; place of production; and studio.

David, L. (Producer), Burns, S. Z. (Producer), Bender, L. (Producer), & Guggenheim, D. (Director). (2006). *An inconvenient truth* [Film]. Los Angeles: Paramount.

Schamus, J. (Producer), Hope, T. (Producer), & Lee, A. (Director). (1997).

*The ice storm* [Film]. Los Angeles: Fox Searchlight Productions.

## 24. TELEVISION PROGRAMS

The basic format for a television program includes: program title; date of broadcast; and network. If the television program was produced locally, include place of origin and station. Include the episode or segment title if readily available.

*CBS evening news*. (2007, May 23). CBS.

*CNN headline news*. (2007, April 21). CNN.

## 25. RADIO BROADCASTS

The basic format for a radio broadcast includes: program title; date of broadcast; and network. If the radio broadcast was produced locally, replace network with place of origin and station.

*All things considered*. (2007, May 23). National Public Radio.

*Morning edition*. (2007, April 21). National Public Radio.

## 26. ENCYCLOPEDIA OR DICTIONARY

Bergman, P. G. (1993). Relativity. In *The New Encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

## ELECTRONIC SOURCES

### 27. INTERNET ARTICLE BASED ON A PRINT SOURCE

Many articles available online are exact duplicates from printed journals. In these cases, you may use the same basic format for referencing print articles, but if you have viewed only the electronic version of the article, you should add in brackets after the article title [Electronic version].

Allen, B. J. (2007). Theorizing communication and race [Electronic version].

*Communication Monographs*, 74, 256-258. doi:10.1080/03637750701393055

Litwin, A. H., & Hallstein, L. O. (2007). Shadows and silences: How women's positioning and unspoken friendship rules in organizational settings cultivate difficulties among some women at work [Electronic version]. *Women's Studies in Communication*, 30, 111-142.

Many full-text articles available through online search engines and archives do not indicate page numbers, or in some other way alter the appearance of the original print version. If the online version has been changed in some way from the print version, you also must add the date you retrieved the document and the DOI or URL.

Dahlberg, L. (2001). The Internet and democratic discourse: Exploring the prospects of online deliberative forums extending the public sphere.

*Information, Communication, and Society*, 4(4), 615-633. doi:

10.1080/13691180110097030

Fundamentalism in the modern world. (2002, March-April). *Sojourners*.

Retrieved from [http://www.sojo.net/magazine/index.cfm/](http://www.sojo.net/magazine/index.cfm/action/sojourners/issue/soj0203/article/020310.html)

[action/sojourners/issue/soj0203/article/020310.html](http://www.sojo.net/magazine/index.cfm/action/sojourners/issue/soj0203/article/020310.html)

### 28. ARTICLE IN AN INTERNET-ONLY JOURNAL OR PERIODICAL

Paolillo, J. (1999). The virtual speech community: Social network and language variation on IRC [Online exclusive]. *Journal of Computer-Mediated Communication*, 4(4). Retrieved from <http://jcmc.indiana.edu/vol4/issue4/paolillo.html>

Dark, D. (2004, March 11). Celebrate the Simpsons [Online exclusive]. *Relevant*. Retrieved from <http://www.relevantmagazine.com/article.php?sid=914>

### 29. MULTIPAGE DOCUMENT CREATED BY PRIVATE ORGANIZATION, NO DATE

When different pages of a document have different URLs, provide a URL that links to the home page for the document. Date is included below because document may have changed. Use n.d. (no date) when a publication date is not available.

National Communication Association (n.d.). *Assessment resources*. Retrieved April 11, 2007, from <http://www.natcom.org>

### 30. STAND-ALONE DOCUMENT, NO AUTHOR IDENTIFIED, NO DATE

Critical issues in education and technology (n.d.). Retrieved from <http://www.ctf-fce.ca/e/what/restech/critical.htm>

### 31. E-MAIL

E-mail sent from one individual to another should be cited as a personal communication (see p. 66).

### 32. ELECTRONIC COPY OF AN ARTICLE OR ABSTRACT RETRIEVED FROM A DATABASE

Many online databases allow access to full-text versions of articles from many different journals and other periodicals. When referencing articles accessed through such databases, follow the format appropriate for the type of work retrieved (e.g., a journal article, a newspaper article). The database name is no longer a necessary element of the reference, with the exception of hard-to-find books and other documents of limited circulation. If you do include the database name in a reference, do not include the database URL.

Hubbard, A. S. E. (2001). Conflict between relationally uncertain romantic partners: The influence of relational responsiveness and empathy. *Communication Monographs*, 68(4), 400-414. Abstract retrieved from <http://www.cios.org/www/abstract.htm>

Samter, W. (2002). How gender and cognitive complexity influence the provision of emotional support: A study of indirect effects. *Communication Reports*, 15(2), 5-16. Retrieved from <http://esearch.epnet.com/>

Sharos, D. (2002, April 11). Where promotions are par for the course. *Chicago Tribune*. Retrieved from <http://www.chicagotribune.com>

### 33. ONLINE DISCUSSION GROUPS AND ELECTRONIC MAILING LISTS

In general, online discussion sources should be referenced only if they have scholarly value and are retrievable. If messages are not in an accessible archive, they should be cited as a personal communication (see p. 66), similar to e-mail.

Kumaschow, P. (2007, March 31). Virtual journeys. Message posted to <http://groups.yahoo.com/group/onlineeducationandtraining/message/791>

Kurylo, A. (2007, November 27). Sound familiar? Message posted to COMGRADS electronic mailing list, archived at <http://www.cios.org/mailboxes/comgrads/11271155.106>

### PREPARING THE LIST OF REFERENCES

The list of references appears at the end of the paper. Begin the list on a new page and number each page. Continue with the page numbers of the text. The title "References" appears centered at the top of the page. The title "Reference"

is used if there is only one reference in the paper. Double-space between the title and the first entry. Use a hanging indent for each entry (i.e., the first line is flush left and subsequent lines are indented 5–7 spaces). Double-space the entire list, both between and within entries.

Arrange the entries in the list of references in alphabetical order by the author's last name. If the author's name is unknown, alphabetize the entry by the first word of the title other than "A," "An," and "The." "The Recession Is Coming" would be alphabetized under "R" in the list of references. When ordering several entries by the same author, arrange the entries chronologically from earliest to latest. When ordering entries with the same first author and different second authors, arrange the entries alphabetically by second author. Single-author entries precede multiple-author entries beginning with the same surname. When listing multiple works by the same author with the same date of publication, arrange your entries on the reference page alphabetically by title ignoring "a, and, the" when they appear as the first word in a title.

Television Viewing 8

References

- Shrum, L. J. (1999a). *The effect of data-collection method on the cultivation effect: Implications for the heuristic processing model of cultivation effects*. Paper presented at the meeting of the International Communication Association, San Francisco, CA.
- Shrum, L. J. (1999b). The relationship of television viewing with attitude strength and extremity: Implications for the cultivation effect. *Media Psychology, 1*, 3-25.
- Shrum, L. J. (1999c). Television and persuasion: Effects of the programs between the ads. *Psychology and Marketing, 16*, 119-140.

My Paper 8

References

- Craig, R. T. (1995).
- Craig, R. T., & Tracy, K. (1995).

---

---

APPENDIX A  
Model Paper Following APA Guidelines

---

---

Material World 1

Running head: MATERIAL WORLD

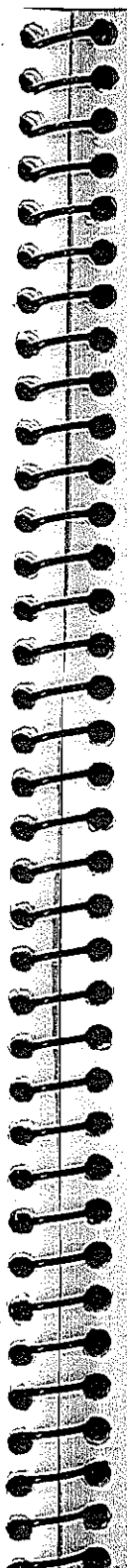
Living in a Material World:  
Origins and Implications of Objectification Theory

Katie Margavio Striley  
Missouri State University

In APA, pagination includes a short abbreviation of the title and the page number on every page of the manuscript, including the title page.

The running head only appears on the title page of the manuscript and is used by journal editors for publication purposes. Note the unusual use of upper- and lowercase letters. Students frequently make mistakes in typing the running head.

Include title, your first and last name, and your school affiliation, all double spaced using upper- and lowercase letters.



Material World 2

Living in a Material World:  
Origins and Implications of Objectification Theory

Women and men are continually inundated with media images of gender stereotypes and sexuality (Bolls & Aubrey, 2005). Media, whether subtly or blatantly, send messages to women and men about "proper" ways to look and act. These messages are apparent in cartoons (Al-Mahadin, 2003), movies (Bain, 2003), television (Monro, 2005), sports media (Messner & de Oca, 2005), MTV (Gow, 1996), magazines (Nelson & Paek, 2005), and advertisements (Nelson & Paek, 2005; Rohlinger, 2002). After a lifetime of this deluge of gender role messages, most individuals come to view themselves in terms of their gender (Allen, 2004). Humans are born into a coded world that is difficult to escape. The current paper seeks to explore how individuals reproduce cultural gender stereotypes through the lens of objectification theory (Fredrickson & Roberts, 1997).

Objectification Theory: You Are What You See

The conceptual foundation of objectification theory can be found in Gerbner's (1969) cultivation theory (Aubrey, 2005a). This theory argues that media shape the way individuals view the world; therefore, repeatedly viewing certain patterns of media communication will produce certain perceptions of reality (Reber & Chang, 2000). Objectification theory posits that media images objectify women (Fredrickson & Roberts, 1997); this causes members of society to come to view women as objects (Aubrey, 2005a; Strelan & Hargreaves, 2005b). This objectified view, then, coaxes women into objectifying themselves (Sinclair, 2006). The process of self-objectification starts at a young age (Murnen, Smolak, Mills, & Good, 2003), and cycles of objectification are then created (Strelan & Hargreaves, 2005b). This process must be understood in greater depth than this, however.

Paginate every page of the manuscript.

Indent each new paragraph 1/2 inch or approximately five spaces. Double-space all text.

In APA all text citations should include year of publication or access.

Do not use full justification, use a ragged right-hand margin.

### Material World 3

To begin with, media promote women to look a certain way (Monro, 2005). "American culture sends a powerful signal to women—that only the beautiful and the thin are valued and loved, catalyzing an American ideal of female body image where thinness is a sign of success, health, and being in charge of your life" (Hesse-Biber, Leavey, & Quinn, 2006, p. 208). "Media emphasize ideal bodies by visually focusing on bodies and presenting bodies in increasingly gender-typed and objectified ways" (Aubrey, 2003, p. 3).

Objectification is "the experience of being treated as a body (or collection of body parts) valued predominately for its use to (or consumption by) others" (Fredrickson & Roberts, 1997, p. 174). These images are inherent within most of American media (Aubrey, 2003). They can be as blatant as displaying lone body parts with no head pictured (Fredrickson & Roberts, 1997), to as subtle as displaying a woman in a "mental drift" (Rohlinger, 2002, p. 67) with a male gazing at her (Aubrey, 2003; Slater & Tiggemann, 2002). Fredrickson and Roberts argue that "confrontation with these images, then, is virtually unavoidable in American culture" (p. 177).

Objectification theory argues that girls and women are affected in a very real way by media objectification; they are coaxed to "adopt a peculiar view of self" (Fredrickson & Roberts, 1997, p. 177). At some level, the media milieu of objectification pushes women to "treat *themselves* as objects to be looked at and evaluated" (p. 177). "The more positive the evaluation, the more likely a woman is to be valued by others" (Strelan & Hargreaves, 2005b, p. 707). This encourages women to "define the self in terms of how it appears to others, rather than performance, achievement, or emotional well-being" (Aubrey, 2005b, p. 5).

Observe 1 inch margins on all sides.

In APA use the ampersand sign "&" instead of "and" in the in-text citation.

In most cases, punctuate at the end of the citation, not at the end of the material cited.

In APA use "p." for page or "pp." for inclusive pages in the citation.

Note the comma that goes after the author's name and before the year of publication.

### Material World 4

Objectification theory has been primarily concerned with women, because cultural standards of attractiveness have traditionally been more important for women than for men (Calogero, 2004; Fredrickson & Roberts, 1997). Women consistently report higher levels of self-objectification than men (Aubrey, 2003; Roberts & Gettman, 2004). However, there has been a growing emphasis on men's physical appearance in mainstream media (Rohlinger, 2002; Tager, Good, & Bauber, 2006).

#### *Fitting Men Into the Equation*

Objectification theory specifically states that women are affected by objectification more than men (Fredrickson & Roberts, 1997); therefore, men have not been studied nearly as much as women, with regard to objectification (Roberts & Gettman, 2004; Tager, et al., 2006). However, some scholars have begun to notice an increase in male objectification (Spitzer, Henderson, & Zivian, 1999). Men have recently been put on display, and media portrayals of males are becoming increasingly objectified and sexualized (Rohlinger, 2002). Men are becoming increasingly concerned with their bodies (Strelan & Hargreaves, 2005a). Strelan and Hargreaves are some of the first scholars who applied objectification theory to men; they believe the basic tenets of objectification theory can apply to both genders. Strelan and Hargreaves argue that men are also beginning to believe that, in order to be valued by society, they must attain a certain body image. The introduction of terms like "metrosexual," a slang term for a man "who spends a great deal of time and money on appearance" (Aubrey, 2005b, p. 7), points to this growing trend of male objectification.

*Harmful Effects of Objectification*

Objectification theory asserts that a number of harmful effects occur when women or men objectify themselves. "This tendency to self-objectify activates a process in which people are likely to experience negative health outcomes" (Aubrey, 2003, p. 3). These negative effects can include low sexual esteem (Wiederman & Hurst, 1998), sexual dysfunction (Aubrey, 2003; Fredrickson & Roberts, 1997), anxiety and shame (Fredrickson & Roberts, 1997; Greenleaf & McGreer, 2006; Slater & Tiggemann, 2002; Tiggemann & Lynch, 2001), depression (Fredrickson & Roberts, 1997), body dissatisfaction (Monro, 2005; Strelan & Hargreaves, 2005a), lower self-esteem (Hesse-Biber, et al., 2006), eating disorders (Hesse-Biber, et al., 2006; Greenleaf & McGreer, 2006), and lower performance (Quinn, Kallen, Twenge, & Fredrickson, 2006). Hesse-Biber and colleagues point out that anorexia is one of the few psychiatric disorders with a significant mortality rate.

It should be noted that effects like these have generally been found for women, whereas men seem to be less affected (Murnen, et al., 2003; Strelan & Hargreaves, 2005a). This may be because male objectification is less prevalent in American society (Strelan & Hargreaves, 2005a). Although with male eating disorders on the rise (Braun, Sunday, Huang, & Halmi, 1999), and an increase in male body dissatisfaction (Tager, et al., 2006), effects of objectification on males may become more pronounced in the coming years.

Female and male objectification can be seen in many aspects of American society. As the United States becomes more of a material world, objectification begins to rise. Initially, only females were studied in regard to this theory of self-objectification, but as American society has become

Note that the heading is typed in upper and lower case, italicized, and set flush left.

"et al." is a Latin abbreviation for "and others." Use to substitute for a list of names in a citation.

increasingly more superficial, males have become objectified as well. Americans are living in a material world and are becoming even more materialistic. If these trends continue, female and male objectification will continue to rise, and negative repercussions will be felt even more strongly.

## References

- Allen, B. J. (2004). *Difference matters: Communicating social identity*. Long Grove, IL: Waveland Press.
- Al-Mahadin, S. (2003). Gender representations and stereotypes in cartoons: A Jordanian case study. *Feminist Media Studies, 3*, 131-151.
- Aubrey, J. S. (2003). Investigating the role of self-objectification in the relationship between media exposure and sexual self-perceptions. Paper presented at International Communication Association Annual Meeting.
- Aubrey, J. S. (2005a). Effects of sexually objectifying media on self-objectification and body surveillance in undergraduates: Results of two-year panel study. Paper presented at International Communication Association Annual Meeting.
- Aubrey, J. S. (2005b). Examining longitudinal relations between exposure to lad-genre media and undergraduates' body self-consciousness. Paper presented at International Communication Association Annual Meeting.
- Bain, A. L. (2003). White Western teenage girls and urban space: Challenging Hollywood's representations. *A Journal of Feminist Geography, 10*(3), 197-214.
- Bolls, P., & Aubrey, J. S. (2005). The effects of priming self-objectification on college women's encoding of television advertisements. Paper presented at the International Communication Association Annual Meeting, New York.
- Braun, D. L., Sunday, S. R., Huang, A., & Halmi, K. A. (1999). More males seek treatment for eating disorders. *International Journal of Eating Disorders, 25*, 415-424.
- Calogero, R. M. (2004). A test of objectification theory: The effect of the male gaze on appearance concerns in college women. *Psychology of Women Quarterly, 28*, 16-21.

List of references goes on a separate page.

"References" is centered at the top of the page using upper- and lowercase letters. Double-space to the first entry.

Observe the same margins and pagination requirements as the rest of the manuscript.

Double-space "References" within each entry and between each entry.

Note that in APA, the italicizing of a title includes the punctuation at the end of the title.

- Fredrickson, B. L., & Roberts, T. A. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly, 21*, 173-206.
- Gerbner, G. (1969). Toward "cultural indicators": The analysis of mass mediated message systems. *Communication Review, 17*, 137-148.
- Greenleaf, C., & McGreer, R. (2006). Disordered eating attitudes and self-objectification among physically active and sedentary female college students. *The Journal of Psychology, 140*, 187-198.
- Gow, J. (1996). Reconsidering gender roles on MTV: Depictions in the most popular music videos of the early 1990s. *Communication Reports, 9*, 152-161.
- Hesse-Biber, S., Leavey, P., & Quinn, C. E. (2006). The mass marketing of disordered eating and eating disorders: The social psychology of women, thinness and culture. *Women's Studies International Forum, 29*, 208-224.
- Messner, M. A., & de Oca, J. M. (2005). The male consumer as loser: Beer and liquor ads in mega sports media events. *Journal of Women in Culture & Society, 30*, 1879-1909.
- Monro, F. (2005). Media-portrayed idealized images, body shame, and appearance anxiety. *International Journal of Eating Disorders, 38*, 85-90.
- Murnen, S. K., Smolak, L., Mills, J. A., & Good, L. (2003). Thin, sexy women and strong, muscular men: Grade-school children's responses to objectified images of women and men. *Sex Roles, 49*, 427-437.
- Nelson, M. R., & Paek, H. (2005). Cross-cultural differences in sexual advertising content in a transnational women's magazine. *Sex Roles, 53*, 371-383.
- Quinn, D. M., Kallen, R. W., Twenge, J. M., & Fredrickson, B. L. (2006). The disruptive effect of self-objectification on performance. *Psychology of Women Quarterly, 30*, 59-64.



- Reber, B. H., & Chang, Y. (2000). Assessing cultivation theory and public health model for crime reporting. *Newspaper Research Journal, 21*(4), 99-112.
- Roberts, T. A., & Gettman, J. Y. (2004). Mere exposure: Gender differences in the negative effects of priming a state of self-objectification. *Sex Roles, 51*, 17-27.
- Rohlinger, D. A. (2002). Eroticizing men: Cultural influences on advertising and male objectification. *Sex Roles, 46*, 61-74.
- Sinclair, S. L. (2006). Object lessons: A theoretical and empirical study of objectified body consciousness in women. *Journal of Mental Health and Counseling, 28*, 48-68.
- Slater, A., & Tiggemann, M. (2002). A test of objectification theory in adolescent girls. *Sex Roles, 46*, 343-349.
- Spitzer, B. L., Henderson, K. A., & Zivian, M. T. (1999). Gender differences in population versus media body sizes: A comparison over four decades. *Sex Roles, 40*, 545-565.
- Strelan, P., & Hargreaves, D. (2005a). Reasons for exercise and body esteem: Men's responses to self-objectification. *Sex Roles, 53*, 495-503.
- Strelan, P., & Hargreaves, D. (2005b). Women who objectify other women: The vicious circle of objectification? *Sex Roles, 52*, 707-712.
- Tiggemann, M., & Lynch, J. E. (2001). Body image across the life span in adult women: The role of self-objectification. *Developmental Psychology, 37*(2), 243-253.
- Tager, D., Good, G. E., & Bauber, J. (2006). Our bodies, ourselves revisited: Male body image and psychological well-being. *International Journal of Men's Health, 5*, 228-237.
- Wiedermann, M. W., & Hurst, S. W. (1998). Body size, physical attractiveness, and body image among young adult women: Relationships to sexual experience and sexual esteem. *The Journal of Sex Research, 35*(3), 272-281.

---

---

**APPENDIX B**  
**Model Annotated Bibliography in APA Style**

---

---

Running head: SYMBOLIC CONVERGENCE THEORY

Symbolic Convergence Theory:  
An Annotated Bibliography  
Jane Doe  
Missouri State University

In APA, pagination includes a short abbreviation of the title and the page number on every page of the manuscript, including the title page.

The running head only appears on the title page of the manuscript and is used by journal editors for publication purposes. Note the unusual use of upper- and lowercase letters. Students frequently make mistakes in typing the running head.

Include title, your first and last name, and your school affiliation, all double-spaced using upper and lower case.

Symbolic Convergence Theory:  
An Annotated Bibliography

Bormann, E. (1972). Fantasy and rhetorical visions: The rhetorical criticism of social reality. *Quarterly Journal of Speech, 58(4)*, 396-408.

The focus of this theoretical essay is threefold. Bormann first seeks to articulate the interrelation between small group communication and rhetorical theory. He ascertains that small groups create rhetorical visions in much the same way as when individuals participate in public address or mass communication. Bormann argues that small group fantasizing is similar to the fantasizing instigated by mass media and rhetoric. Second, Bormann addresses the creation of fantasy themes and how these themes chain out to others. This process occurs when individuals create dramas and share these dramas with others; this occurs frequently in religion and politics. These interactions are not limited to small groups; they occur in large groups as well. Finally, Bormann briefly outlines the fantasy theme analysis. This is a method that allows for viewing the process of fantasy theme chaining.

Bormann, E. (1973). The Eagleton Affair: A fantasy theme analysis. *Quarterly Journal of Speech, 59(2)*, 143-160.

This analysis focuses on the 1972 United States presidential campaign. Bormann performs a fantasy theme analysis in order to discover the rhetorical visions defined and embodied by political parties during this election cycle. Bormann particularly focuses on the drama surrounding presidential candidate McGovern and his running mate, Eagleton. McGovern and Eagleton lost control of their "story," and this ultimately cost them the election. Alleged stories about Eagleton's drinking problem and his

Center the title of the manuscript using upper- and lowercase letters. Double-space to the first line of the manuscript.

Note that in APA, the italicizing of a title includes the punctuation at the end of the title.

APA makes use of a "hanging indent" format for references. The first line of each reference is set flush left while each subsequent line is indented five spaces.

bouts of nervousness were chained out to the American public, and both McGovern and Eagleton began to look like villains in the eyes of the public.

Bormann, E. (1982). The symbolic convergence theory of communication: Applications and implications for teachers and consultants. *Journal of Applied Communication Research*, 10(1), 50-62.

In this theoretical piece, Bormann presents the structure of symbolic convergence theory, defines key terms utilized in the theory, and discusses practical applications. Bormann particularly focuses on how fantasy theme chaining helps to create culture and fosters a collective consciousness among group members. Bormann explains that a fantasy theme analysis can be helpful in uncovering hidden problems in organizations that members did not know were occurring. Finally, he points out that a fantasy theme analysis can very easily be used to analyze an organization, in politics, and when looking at mass media.

Cragan, J. F., & Shields, D. C. (1992). The use of symbolic convergence theory in corporate strategic planning: A case study. *Journal of Applied Communication Research*, 20(2), 199-218.

This study applies symbolic convergence theory to the context of corporate planning. The authors did a case study of how a specific corporation attempted to create a shared symbolic reality. The authors point out that anything a corporation does can be explained with symbolic convergence theory; corporations decide on a name, a reputation, a corporate saga, etc. Corporations use symbols and try to chain these symbols out so that a collective reality is created in whatever image the corporation desires.

Paginate every page of the manuscript; double-space throughout.

Observe 1 inch margins on all sides of the manuscript.

Endres, T. G. (1997). Father-daughter dramas: A q-investigation of rhetorical visions. *Journal of Applied Communication*, 25, 317-340.

This study assessed the rhetorical visions surrounding father-daughter relationships. The study was conducted in two phases. Phase I examined academic and popular press rhetoric surrounding narratives of the father-daughter relationship. Four rhetorical visions emerged: the knight in shining armor, the buddy, the authoritarian, and the shadow. Phase II of the study utilized a Q-sort methodology to test the resonance of these rhetorical visions with real-life daughters. Forty-five adult daughters were given a Q-sort card deck and ranked each card on a "most like me" to "least like me" scale. A QUANAL revealed the adult daughters tended to agree with the rhetorical visions found in rhetoric. Additionally, Endres stresses the importance of father-daughter relationships on girls' senses of self.

Koester, J. (1982). The Machiavellian princess: Rhetorical dramas for women managers. *Communication Quarterly*, 30(3), 165-172.

A fantasy theme analysis was performed on women's self-help books to determine dominant rhetorical visions about female managers. Koester found that women are forced to control the impact of their gender in a Machiavellian way. Women are told to balance negative stereotypes, and maintain femininity at the same time. Additionally, many of these books tell women that nothing will impede their success except their own negative attitude; however, this may not be the truth in the real world. Ultimately, Koester concludes that these books are contradictory and provide women with an incomplete vision.

Putnam, L. L., Van Hoeyan, S. A., & Bullis, C. A. (1991). The role of rituals and fantasy themes in teachers' bargaining. *Western Journal of Speech Communication, 55*, 85-103.

The authors observed the teacher-administrator negotiation sessions of two school districts and employed a multi-method approach to ascertain the role of fantasies in the bargaining process. The researchers sought to understand how these teachers and administrators created and framed reality in their sessions. Both school districts identified heroes and villains during their negotiations and viewed each other as opponents in conflict. Ultimately, the different visions between teachers and administrators were the source of conflict and misunderstanding.

Schrag, R. L., Hudson, R. A., & Bernabo, L. M. (1981). Television's new humane collectivity. *Western Journal of Speech Communication, 45*, 1-12.

This study employed a fantasy theme analysis to uncover the major rhetorical visions that are created in primetime television. The heroes, villains, and plotlines of a number of television programs were analyzed. The authors argue that a positive rhetorical vision is emerging. The fantasy themes they found included recognizing the importance of significant others in life, the importance of forming alliances, and the importance of personhood. The combination of these, they argue, creates the vision of a new humane collectivity. The vision is meant to inspire members of society to work together, love each other, and act humanely.

Stone, J. F. (2002). Using symbolic convergence theory to discern and segment motives for enrolling in professional master's degree programs. *Communication Quarterly, 50*(2), 227-243.

In an attempt to understand a steep decline in graduate enrollment, a fantasy theme analysis was completed to uncover rhetorical visions underpinning students' decisions to enroll in the program. This analysis was completed over a four-year period by surveying hundreds of students. Several visions emerged, including the idea that students wanted high-quality universities because they believed these had better programs, and they wanted small campuses because they believed this led to better opportunities. Stone discusses what implications this may have on recruitment and retention of graduate students.

Vasquez, G. M. (1993). A homo narran paradigm for public relations: Combining Bormann's symbolic convergence theory and Grunig's situational theory of publics. *Journal of Public Relations Research, 5*(3), 201-216.

This article combines SCT and situational theory to create the *homo narran* paradigm, a public relations model. Vasquez spends a good deal of time reporting on what SCT is, how it came to be created, and the history of its uses. Vasquez also discusses practical applications of SCT and provides a model of what a fantasy theme analysis may look like. He combines these ideas with situational theory, which sheds light on how to identify relevant publics and tailor messages to these publics. Ultimately, the article presents a theory that addresses how to get certain publics to collectively create the same reality through interpreting and sharing symbols.