

COURSE BIBLIOGRAPHY

Applied Principles of Science Communication
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WHY A COURSE BIBLIOGRAPHY?

This bibliography is provided to:

- Present the core theoretical and applied references upon which the course is built, for students' reference beyond this course.
- Offer extended readings and resources to students interested in diving deeper into a particular aspect of the course material during the course.
- Illustrate one of the central practices of our course: developing evidence-based approaches to effective science communication. The design, content, and implementation of the course are informed by the references in this bibliography.
- Map out how each unit and module of the course relates back to the wide-ranging fields which inform the science of science communication.

CONCEPTUAL FRAMEWORK + INSPIRATION

The following references are not exhaustive, and the entire bibliography should be considered as the conceptual framework for the course. However, the citations in this section are distinct from or overarch the themes in each module. Thus, these references are listed here separately.

1. Baram-Tsabari, A., and B.V. Lewenstein. 2016. Science communication training: what are we trying to teach? *International Journal of Science Education* 7(3): 285-300. doi: 10.1080/21548455.2017.1303756
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MODULE 1: FOUNDATIONS OF SCIENCE COMMUNICATION

Getting Started (aka Science of SciComm 101)

1. Brownell, S.E., J.V. Price, and L. Steinman. 2013. Science communication to the general public: Why we need to teach undergraduate and graduate students this skill as part of their formal scientific training. *The Journal of Undergraduate Neuroscience Education (JUNE)* 12(1): E6-E10.
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Connecting Science + Society

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Understanding Stakeholders

1. Bell, K., and M. Reed. 2021. The tree of participation: a new model for inclusive decision-making. *Community Development Journal* 56(4): bsab018. <https://doi.org/10.1093/cdj/bsab018>
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Goals + Planning

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11. Wallace, D., G. Breakwell, I. Crewe, I. Diamond, R. Dingwall, D. Gallie, S. Hordijkenko, A. Irwin, C. Matterson, M. Poliakoff, D. Young. 2006. *Survey of factors affecting science communication by scientists and engineers*. London: The Royal Society.
12. See module 3 for additional resources which will be used later in the semester.

Decision-Making

1. Ho, S.S., D.A. Scheufele, and E.A. Corley. 2010. Making sense of policy choices: understanding the roles of value predispositions, mass media, and cognitive processing in public attitudes toward nanotechnology. *Journal of Nanoparticle Research* 12: 2703–2715. <https://doi.org/10.1007/s11051-010-0038-8>

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Politicization of Science + Misinformation

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Proposals + Annotated Bibliographies

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MODULE 2: TOOLS FOR SCIENCE COMMUNICATION

Plain Language

1. Locke, J. 2003. The plain language movement [and plain language at the FDA]. *American Medical Writers Association Journal* 18(1): 1-8. http://users.clas.ufl.edu/msscha/whp_plain_lg_medicine.pdf
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Graphic Design Essentials

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Social Media for SciComm

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Fine-Tuning SciComm Messaging

- AAAS. A reference guide for how to advocate for science. Association for the Advancement of Science. Accessed August 14, 2021 from <https://aas.org/advocacy/get-involved/a-reference-guide-for-how-to-advocate-for-science>.
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One-Pagers

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SciComm Blogs

- Gardiner, A., M. Sullivan, and A. Grand. 2018. Who Are You Writing for? Differences in Response to Blog Design Between Scientists and Nonscientists. *Science Communication* 40(1): 109-123. <https://doi.org/10.1177/1075547017747608>
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MODULE 3: THE PRACTICE OF SCIENCE COMMUNICATION

Implementation, Reflection & Assessment

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