DOES HUMOR MATTER? AN ANALYSIS OF HOW HARD NEWS VERSUS

ENTERTAINMENT NEWS STYLES INFLUENCE AGENDA-SETTING AND PRIMING

EFFECTS

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ABSTRACT

JENNIFER KOWALEWSKI: Does humor matter? An analysis of how hard news versus
entertainment news styles influence agenda setting and priming effects
(Under the direction of Francesca Dillman Carpentier)

The Pew Research Center for People & the Press (Kohut, 2004, 2007) has reported

that more young people are turning to nontraditional news programs for political information.

Programs such as *Saturday Night Live* and *The Daily Show* increasingly have become more

popular during presidential elections than traditional news programs such as *NBC Nightly

News*. Entertainment programs often have political information but present that information

in a more humorous context than traditional news programs. This study tests how the

presentation style, entertainment versus traditional hard news, influences both the agenda-

setting and priming effects. The study also examines how an individual's pre-existing

attitude, namely whether the attitude is congruent with the news information, colors how

influential the hard news and entertainment news information is with regard to agenda setting

and priming. The findings suggest that presentation style and attitude congruence effects are

based on the actual issue. For example, first-level agenda-setting effects were more apparent

for hard news than for entertainment news, but this was found for one issue only. The

opposite was found for another issue. The results also indicated an interaction between

presentation style and existing attitude for both agenda-setting and priming effects.

Individuals who had a congruent attitude toward the information about the issue were more

influenced by the issue when they received hard news as compared to individuals who held

incongruent attitudes and received entertainment news. However, this was also only seen for certain issues or evaluations.

The findings suggest that traditional news programs do not have a monopoly on informing individuals about the current political environment. Journalists need to realize that young people want to be entertained, as well as informed. The news of yesteryear no longer appeals to the younger generation. Although *The Daily Show* and *The Colbert Report* are considered fake news, individuals still obtain information from them. Maybe if more news programs incorporate humor into their reporting, they will draw larger audiences. But for certain issues, journalists may need to convey the importance of those issues to their audience by eliminating the humor, or individuals may discount the issue as a major problem in the nation. Overall, though, the experiment showed promising results. As entertainment news programs grow in popularity, more research is needed to investigate more fully how these programs may influence public opinion in the future.

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CHAPTER 1

INTRODUCTION

For nearly four decades, mass communication scholars have investigated the theory of agenda setting, a term coined by McCombs and Shaw (1972) in their landmark study of the 1968 presidential election. In this study, the authors found that certain issues prevalent in the news media, such as the economy or foreign affairs, were the same issues important to 99 undecided voters in Chapel Hill, N.C. McCombs and Shaw speculated that when the news media focused on certain issues, individuals cited those issues as the most important problems facing the nation. The agenda-setting theory, therefore, posits that the news media do have an impact on an individual's perception of the most important issue in the nation through the transferring of issue salience in the media agenda to issue salience in the public agenda. Since the seminal work by McCombs and Shaw in 1968, hundreds of studies have found empirical evidence to support the agenda-setting hypothesis.

McCombs (2004, 2005) found that since the original agenda-setting study in 1968, research into the agenda-setting theory has undergone five stages of evolution. In the first stage, scholars have replicated the original Chapel Hill study, which focused solely on the transfer of salient issues from the news media to the public, and became known as object agenda setting, or first-level agenda setting. The second stage of research has investigated how the salience of attributes associated with issues transferred from the news media to the public, the transfer of which became known as attribute agenda setting, or second-level agenda setting. The third stage of research has involved what psychological factors might

influence the agenda-setting process. Scholars in this stage have attempted to understand whether agenda setting occurred based on the audiences' own cognitive and affective differences. The fourth stage has revolved around who sets the media agenda. Scholars have investigated how issues or attributes of issues made their way onto the media agenda. The final stage has focused on the consequences surrounding the agenda-setting effect, especially how agenda setting might explain political outcomes.

A number of scholars have called for more research into the how and why behind the agenda-setting process (McCombs, 2004; Miller & Krosnick, 2000; Miller, 2007). For example, research ought to delve into how agenda setting may link with other theoretical frameworks, especially those in psychology (Kosicki, 1993; Rossler & Schenk, 2000), to further comprehend the complex nature associated with this process. The research area of priming is one such area that often is associated with agenda setting, because scholars believe that both priming and agenda-setting share the same underlying mechanism (Kim, Scheufele, & Shanahan, 2002; Scheufele, 2000; Scheufele & Tewksbury, 2007).

Cognitive and social psychologists have investigated priming since the 1960s and 1970s. Priming is defined as the activation of a concept in memory, making that concept more accessible in memory for later use in evaluating new information. This initial activation also spreads to other related concepts in memory, making those related concepts more accessible, as well. As Roskos-Ewoldsen, Klinger, and Roskos-Ewoldsen (2007) defined it, priming is "the effect of some preceding stimulus or event on how we react, broadly defined, to some subsequent stimulus" (p. 53).

In the 1980s, Iyengar and Kinder investigated how priming related to mass communication by bridging the psychological theory to agenda setting. With regards to

political priming, they speculated that priming explained how agenda setting influenced news consumers in the political process. Iyengar and Kinder described political priming as the way in which the news media's focused on issues leading to individuals' evaluation of political leaders or political events based on those issues. In their words, "... should television news become preoccupied with, say, the prospect of nuclear annihilation, then citizens would judge the president primarily by his success, as they see it, in reducing the risk of war" (1987, p. 63). When the news media shift their focus to pay more attention to other issues, such as the economy, then citizens judge the president primarily on how they feel he has handled the economy. Iyengar and Kinder (1986) contended that "Americans come to know their president primarily through the images that come flickering across their screen" (p. 136).

Recent research has focused attention on the cognitive mechanisms behind both agenda setting and political priming to determine what influences these effects. Most scholars argued that agenda setting is an accessibility issue (Dearing & Rogers, 1996; McCombs, 2004). Because the news media make issues salient in the minds of news consumers, those issues are more accessible in memory. In her experiment, Miller (2007) argued against agenda setting being just an accessibility issue. She concluded that other cognitive mechanisms, such as content of the message itself, mediate the agenda-setting process. Accessibility, Miller argued, may be a condition needed for agenda setting to occur, "but it is not a sufficient condition" (p. 711). Miller argued that when agenda setting does occur, "rather than simply relying on what is accessible in memory, people pay attention to the content of the news stories and make judgments about national importance based on the

content" (p. 711). More research must investigate what other variables may influence the agenda-setting and political priming processes.

One variable may be the presentation style. In recent years, individuals have turned to other sources for political information from traditional news sources. The Pew Research Center for People & the Press reported in their 2007 survey that more young people reported watching entertainment news programs such as *The Daily Show* or *The Colbert Report* to learn about politics. These entertainment programs offer political information but present that information in a humorous style, rather than traditional hard news reporting seen on CNN or MSNBC. Holbert, Pillion, and Tschida (2003) have called for more research comparing entertainment to news programs. The authors argued that "the theory of priming in political communication has been relegated to the study of news, but an argument is made for the relevance of this theory in this context to the study of entertainment television and politics" (p. 428). The same can be argued for agenda setting. Only a handful of studies have investigated how entertainment programs may set the public's agenda. More interestingly, scholars rarely have compared entertainment programs to traditional news programs. This study compares entertainment programs with traditional news programs to find empirical evidence to determine if the presentation style influences the agenda-setting and political priming processes.

Since the presentation of entertainment programs differs significantly from traditional news programs, individuals may respond differently to the information. If the response, in fact, does differ, what do these differences mean for the agenda-setting and priming processes? Can entertainment programs, by virtue of presenting information in a humorous style, be more effective than non-entertaining fare, such as hard news, in setting the agenda

of individuals, especially with controversial issues? Given individuals' existing attitudes, will a humorous message that agrees or disagrees with those existing attitudes be more or less influential than a similar message delivered as hard news?

Research has investigated how attitude strength may impact the cognitive mechanisms behind an individual's willingness to process information. Scholars, however, have not determined if there is a difference between the processing of information based on differences between traditional hard news programs and entertainment news programs. The present study, therefore, seeks to understand how presentation style, namely traditional hard news versus entertainment news, influences agenda-setting and priming effects, especially in light of existing attitudes toward the issue being showcased.

CHAPTER 2

AGENDA SETTING

Mass communication research began in earnest after World War I, when scholars witnessed the massive amount of propaganda used and attempted to determine how the media influenced their news consumers. Lippmann (1922) first posited that the news media shaped the perception of news consumers, using the example of the events that occurred on an island where German, French, and English citizens lived in harmony. These islanders received news from the mainland only every six weeks, when a ship arrived with news from their homelands. For six weeks after the start of World War I, these individuals did not realize they were at war. Only when the ship arrived with news from the mainland did these individuals realize they were enemies. Lippmann argued that the news media created "the pictures" in their heads (p. 3) by creating a pseudo-environment. In his words, "looking back we can see how indirectly we know the environment in which nevertheless we live. We can see that the news of it comes to us now fast, now slowly; but that whatever we believe to be a true picture, we treat as if were the environment itself" (p. 4).

Lasswell (1935) also believed that the news media had a significant impact on individuals' attitudes. He argued that mass communication scholars should determine who says what to whom in what channels and with what effect. He and other scholars worried about the media's effect because of the rise of propaganda during World War I and its continuing influence up through and including World War II. Lasswell, who began researching in the 1920s, witnessed the rise of Adolf Hitler via the successful use of

propaganda and control over Germany's mass media prior to and during World War II. Lasswell (1935) and other research into the rise of propaganda in the 1920s and 1930s (Katz & Lazarsfeld, 1955; Lippmann, 1922) gave rise to the idea that the media serve as a "hypodermic needle" that injects innocent victims with messages.

Lazarsfeld and his contemporaries were among a rising group of scholars who attempted to show how the mass media used this "hypodermic needle" to influence individuals' opinions. These scholars, however, found that the mass media failed to have an overall significant relationship upon individuals' opinions during the presidential elections in the 1940s. Lazarsfeld, Berelson, and Gaudet (1948), for example, argued that the media did not have the major influence on individuals' opinions suggested by the "hypodermic needle" metaphor; rather, the news media had a limited effect on individuals' perceptions of the world. They described their observations as the two-step flow process: The news media have an influence on individuals' perceptions indirectly, through other individuals. Specifically, the news media influence opinion leaders, or those individuals who others look to for information. In turn, these opinion leaders influence the individuals around them. For the next two decades, scholars focused on this limited-effects model of mass communication.

One such group of scholars who studied the limited-effects model was at Yale University. These scholars examined how media messages could persuade individuals' attitudes. Hovland, Janis, and Kelley (1953), specifically, argued that more experimental research needed to be done in the field of mass communication to determine the true causal nature of the phenomenon being observed. In their experiments, they showed that individuals' perceptions of the source of the message had a major impact on how persuasive the message appeared to the individuals. Only when individuals found the source credible

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were they likely to accept the persuasive message. The media, therefore, had a limited effect on individuals' perceptions.

By the 1960s, mass communication scholars posited that the news media might have more of an effect on individuals than previously thought within the limited-effects paradigm. Going back to Lippmann's theory that the news media created a pseudo-environment, scholars attempted to investigate how the media actually created that environment. Instead of focusing on the persuasiveness of the message, research explored how the salience of an issue might impact how individuals perceived the world. Bernard Cohen (1963) argued that the news media might not tell people what to think, but the news media have been stunningly successful in telling people what to think about—a theory that became known as agenda setting (McCombs, 2004).

Research into agenda setting has continued for nearly 40 years, beginning with the seminal study of the 1968 presidential election (McCombs & Shaw, 1972). In 1968, McCombs and Shaw interviewed 99 undecided voters about what issues they felt were the most important in the upcoming election. McCombs and Shaw also content analyzed nine news media sources for the issues they reported on during the election. The results indicated a strong correlation ($r > 0.90$) between the issues cited by the undecided voters and the issues reported on by the news media.

From their observations made in this study, McCombs and Shaw concluded that news stories "constitute much of the information upon which a voting decision has to be made. Most of what people know comes to them 'second' or 'third' hand from the mass media or from other people" (p. 176). When the news media spotlight certain issues, individuals cite those issues as more important problems facing the nation. For example, if the news media

increase coverage of domestic issues, individuals cite domestic issues more. If the news media shift focus to increase coverage of foreign affairs, individuals then cite foreign affairs as the most important problem facing the nation. The results of McCombs and Shaw's Chapel Hill study indicate that the media do have an influence on the salience of certain issues in the public arena. This became known as object agenda setting, or first-level agenda setting, as this level of agenda setting speaks to whether a general issue covered in the media will appear on the public's agenda irrespective of how the issue is covered.

After the initial agenda-setting study was published, scholars furthered the theory by investigating agenda setting by diverging into four main areas of research (Wanta & Ghanem, 2007). The first area of research has concentrated on the magnitude of the agenda-setting effect, as mere exposure to the media does not automatically bring about the agenda-setting effect. A second area of research regards who sets the agenda. A third area deals with the appropriateness of different methodologies in examining the agenda-setting effect. The fourth area, and one integral to this study, wants to expand first-level agenda-setting studies and focus on attributes of issues, rather than salience of issues themselves.

Attribute Agenda Setting

Examinations of elements of an issue, rather than salience of issues as a whole, described what Wanta and Ghanem (2007) defined as a major area of research into the agenda-setting theory—attribute agenda setting, also known as second-level agenda setting. In the first-level of agenda setting, research concentrates on how the news media cover large issues. In the second-level of agenda-setting, research concentrates on how the news media are reporting on attributes prevalent within those issues. For example, when the news media focus news stories on the personal characteristics of a politician, individuals use those

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personal characteristics when they think about that politician. Thus, when the news media focus on certain attributes of issues, individuals use those attributes more when thinking about those issues (McCombs, 2004).

McCombs (2004) and other scholars posit that second-level agenda setting is an extension of Lippmann's theory that the media create pictures in the audiences' heads (McCombs, Llama, Lopez-Escobar, & Roy, 1997). Lippmann (1922) argued that the media create a pseudo-environment by reporting on certain events while ignoring other events. This pseudo-environment influences public opinion. McCombs (2004) contended that, although issues are integral to the pseudo-environment, the attributes of each issue are what creates the details of that pseudo-environment and influences public opinion. Of course, not all attributes of issues are the same.

Scholars have determined that there are two distinct dimensions of attributes (Hester & Gibson, 2003). The first dimension is cognitive attributes, also known by some scholars as substantive attributes. Cognitive attributes are informational (Golan & Wanta, 2001). When the news media inform news consumers about a politician's stand on a certain issue, scholars call this a cognitive attribute. On the other hand, affective attributes are tied to emotions. Hester and Gibson (2003) defined this second dimension, affective attributes, as "mediated opinions about the issues or individuals in general, whether they are positive or negative" (p. 75). For example, when the news media use a positive attribute such as "friendly" to inform news consumers about a politician, this type of information is an affective attribute.

Affective attributes appear to have a significant impact on individuals' perceptions, in that individuals are influenced more by negative attributes than by positive attributes (Hester & Gibson, 2003; Sheafer, 2007). For example, Hester and Gibson (2003) completed a

longitudinal study comparing the news media's economic coverage with individuals' perceptions of how the economy was doing. They found that negative news coverage of the economy, such as unemployment rising, had a statistically significant relationship with individuals' perceptions of how the economy was doing. Furthermore, this relationship was stronger than the relationship between positive economic coverage and perceptions. Even if the news media have stories that contain both positive and negative attributes, news consumers may remember the negative attributes more in their evaluation, influencing their opinion of political leaders or events.

Interestingly, Brosius and Kepplinger (1992) found that individuals might not care how the news media provide coverage of certain events; rather, their perceptions of the coverage influence their overall opinions. In their study, Brosius and Kepplinger determined that when the news media focused on certain issues, individuals perceived those issues in association with different political parties. If the news media provide coverage of a certain issue, that coverage inadvertently assists the political party that individuals associate with that issue. The problem for political parties is when individuals believe that the political party associated with that issue has done a poor job in handling the issue. In these cases, individuals might be more negative toward that political party associated with that issue, but more positive toward other political parties not associated with that issue.

In summation, individuals often use the news media to determine what issues are the most important, but they also use the news media to determine what attributes of issues are the most imperative for that issue. Thus, the news media transfer the salience of both issues and attributes associated with issues to news consumers. Individuals then use those issues and attributes in their evaluations of political leaders and events.

Mechanisms Underlying the Agenda-setting Effect

One explanation for the effect agenda setting has on both individuals and political leaders may be that the news media make these issues salient in memory; therefore, the issues are more accessible (Dearing & Rogers, 1996; McCombs, 2004). Scholars speculate that when the issue is accessible in memory, individuals may have better recall of that issue, and because individuals remember that issue more readily, individuals will cite the easily-recalled issue when asked what they believe is the most important issue of the day. In this way, accessibility of the issue (or attribute) is the key mediator in the agenda-setting process. For example, Drew and Weaver (2006) found that individuals who exposed themselves more to the news media, in this case, Internet, had more political knowledge about the candidates and what issues they focused on during the 2004 presidential election.

Other scholars, however, argue against this simplistic process of accessibility mediating agenda setting (Miller & Krosnick, 2000; Miller, 2007). Miller and Krosnick (2000) argued that accessibility did not have a large role in the agenda-setting process. In two experiments, the authors found that when individuals perceived an issue as more important, they were more likely to use that issue in their evaluation of the president. Miller and Krosnick contended that their results indicated that judgment played a mediating role in the priming process. When individuals judge an issue as being more important, they are more likely to use that issue in their evaluation of political leaders. Miller (2007) further experimented with the mediating roles in agenda setting, and found that the content influenced the process more than just the accessibility of the issue. In her experiment, the author showed that individuals cited issues prominent in a negative news story more than individuals who were exposed to a positive news story about the same issue.

In other words, Miller and colleagues contended that individuals adopted the issue salience and attribute salience of issues by taking cues from the news media on what issues were important. If the attributes are negative, for example, individuals will assume these negative attributes are newsworthy and therefore important, possibly showing that the issue is more of a continuing problem over time. This will, in turn, influence the news consumers' attitudes toward that issue, resulting in individuals being likely to cite these negative attributes more readily than positive attributes when evaluating the issue. Accessibility may have a small role in this agenda-setting process, but other mediating and moderating variables influence the process more (Miller, 2007).

As very little research has been dedicated to replicating this finding, it is still unclear as to whether this, or the prevailing idea of accessibility as a mediator, provides the most encompassing view of the mechanisms that underlie most agenda-setting effects. In addition, when it comes to individuals' use of their salient, or perceived-important, issues or attributes in other evaluations, such as when individuals are asked to judge a political leader, the idea of accessibility as an underlying mechanism is very dominant. This process, whereby individuals use attributes or issues highlighted in the media agenda in their evaluations of political leaders or events, is most examined under the political priming rubric, and is the topic of the next section.

CHAPTER 3

MEDIA PRIMING

Many scholars in the communication field see priming as an extension of agenda-setting theory, in that attributes made salient via media coverage become important criteria when making judgments, especially about political leaders or events (McCombs, 2004; Scheufele, 2000; Scheufele & Tewksbury, 2007; Weaver, 2007). Roskos-Ewoldsen, Klinger, and Roskos-Ewoldsen (2007) defined priming as "the effect of some preceding stimulus or event on how we react, broadly defined, to some subsequent stimulus" (p. 53). The theory behind priming developed out of cognitive and social psychology as a way to explain, generally, the cognitive mechanism underlying why one stimulus or event had an influence on how individuals evaluated subsequent stimulus or events. Namely, priming is based on a network model of memory.

Network models of memory posit that priming occurs because a stimulus or event activates a node, which is a concept stored in memory, such as doctor. That node activates other related nodes, such as nurse, that has a relationship with the first node, doctor. The other nodes are activated because they are related to the first node. Other nodes are not activated if they have no relationship with the first node, such as bread. Because the first node (doctor) activates other related nodes (nurse), those related nodes (nurse) are more likely accessible in memory afterward (Meyer & Schvaneveldt, 1971, as cited in Roskos-Ewoldsen et al., 2007).

Numerous studies have focused on how media can prime individuals, with the term media being used broadly in this context to mean everything from television programs and motion pictures to videogames and comic books (Roskos-Ewoldsen, Roskos-Ewoldsen, & Dillman Carpentier, 2002; Roskos-Ewoldsen et al., 2007). These studies, which examine media as priming events, have concentrated on three broad areas. The first major area of research regards media violence. For example, when the media contain violent images, are individuals prone to more aggressive behavior after exposure because the violence they see primes them to behave more violently? Josephson (1987) completed an important study into the effects of violence by priming boys to either violent or nonviolent images. After exposure, the boys played a game of hockey. The results indicated that the boys who watched the violent images played more aggressively than the boys who watched the nonviolent images.

A second major area of research that media scholars investigate is how priming reinforces stereotypes. For example, Valentino (1999) discovered that racial cues could influence individuals' perception toward political issues. Individuals exposed to stereotypes in crime news evaluated the president more poorly based on failings they saw in the president's handling of crime than individuals not exposed to stereotypes in crime news. The priming of certain stereotypes, therefore, can influence individuals' perceptions of political leaders and political issues, which directly relates to political priming, or the third major area of research.

Political priming encompasses investigations into how priming influences individuals' evaluation of political leaders and political issues. Iyengar and Kinder (1986) defined political priming as the process in which individuals that are exposed to the news

media use the information in the news to evaluate political leaders or political events. To test how this process works, Iyengar and Kinder completed an experiment to determine if priming may have been one reason that President Jimmy Carter lost the 1980 presidential election to Ronald Reagan. At the time, Carter's poll numbers were in statistical dead-heat with his opponent. One week prior to the election, though, the news media focused coverage on a failed attempt to rescue hostages in Iran.

In their experiment, Iyengar and Kinder (1986) exposed participants to coverage of the failed hostage rescue, as well as coverage of President Carter's positive negotiations with Middle Eastern countries at Camp David. Participants exposed to the failed hostage rescue evaluated President Carter poorly for what they saw as a failure in his foreign affairs policies. On the other hand, participants exposed to the positive negotiations at Camp David evaluated President Carter more positively for what they saw as a success in his foreign affairs policies. Iyengar and Kinder argued that the news media primed individuals to think about President Carter's failures in the hostage rescue rather than other facets of his presidency. Since the news media had focused attention prior to the 1980 presidential election on President Carter's failure, individuals evaluated him poorly based on what they saw as a failure in his administration. In other words, the failed hostage rescue was the most accessible issue in memory for many voters at the time. The researchers concluded individuals evaluate the president based on what was accessible in memory.

Media scholars posit that President George H. W. Bush lost the 1992 election for similar reasons, in that the news media primed individuals to think more about his failure to correct an economic recession rather than his success in the Persian Gulf War (Iyengar & Simon, 1993; Pan & Kosicki, 1997). Iyengar and Simon (1993) investigated President

Bush's presidency through the Persian Gulf War. They contended that "prior to the crisis, Americans were preoccupied with economic problems and crime, and their feelings toward George Bush [Sr.] were colored primarily by economic considerations. Following the Iraqi invasion of Kuwait, the Gulf crisis became the public's paramount concern, and evaluations of George Bush became more dependent on foreign considerations" (p. 381). Because America had been successful, with a coalition of other countries, in freeing Kuwait from Iraq, individuals evaluated the president during the invasion based on how successful they saw him in handling the foreign issue. President Bush became one of the most popular presidents, with his public approval rating reaching near 90 percent. After the invasion, though, the nation faced an economic recession. Pan and Kosicki (1997) contended that the news media's increased coverage of the economic recession primed individuals to evaluate the president based on how well, or in this case how poorly, he handled the economy. In fact, when Bush lost the election to a relative newcomer, William Jefferson Clinton, in 1992, Clinton poignantly claimed the economy helped him win the election with a poster in his presidential headquarters stating "It's the economy, stupid."

Priming and Agenda Setting

Beside the use of accessibility as a key underlying mechanism in explaining both priming and agenda-setting effects, there are a number of similarities scholars note between agenda setting and priming. For example, scholars have shown that individuals use affective attributes associated with issues in the evaluation of political leaders and political events in both agenda-setting and priming studies. Sheafer (2007) argued that when economic growth occurs, and the news media focus attention on that economic growth, individuals may be primed to evaluate their political leaders more positively based on the positive news coverage

of the economic growth. But similar to agenda setting, negative news stories have more of

an influence on the priming effect than positive news stories. Individuals use the shortcuts

mentioned above, as well as the negative news stories, to evaluate political leaders

negatively. When the news stories are negative, individuals evaluate their political leaders as

failures.

Priming also is similar to agenda setting in another way—in that mere exposure does

not automatically lead to an effect. Certain issues are considered more adept at priming

certain political parties (Dearing & Rogers, 1996). If the news media focus coverage on

issues, such as national defense, those issues are tied more closely with the Republican Party.

Since the coverage is tied with the Republican Party, the news media may prime individuals

to evaluate that party more positively because individuals do not see Democrats as being

strong in handling those issues. On the other hand, if the news media focus coverage on

issues, such as the environment, those issues are tied more closely with the Democratic Party.

Since the coverage is tied with the Democratic Party, the news media may prime individuals

to evaluate that party more positively because individuals do not see Republicans as being

strong in handling those issues.

Besides what the news media do, individual characteristics also influence the priming

process. Iyengar and Kinder (1987) argued that "priming, like agenda setting, depends not

only on the message, but also on the audience" (p. 95). For instance, individuals who

consider themselves Democrats often pay more attention to Democratic issues, such as the

environment or welfare (Rogers & Dearing, 1996). Individuals who consider themselves

Republican often pay more attention to Republican issues, such as national defense or

inflation. These findings assist in explaining how the more attention an individual pays to an issue; the more intense the priming effect becomes (Iyengar & Kinder, 1987; Lee, 2004).

Pre-existing attitudes also influence how successfully the media can prime certain individuals. Dillman Carpentier, Roskos-Ewoldsen, and Roskos-Ewoldsen (2008) tested how effective primes could be with individuals of different political leanings. The authors found that liberals who had negative feelings toward a Republican president were primed more successfully by negative media coverage of the president than conservatives, who resisted the prime in general. The study indicates that existing attitudes influence the priming effect by making individuals more or less likely primed by media information depending on whether the information is congruent or incongruent with their existing attitudes. These findings are in accordance with Bizer and Petty (2005), who found that when individuals are against an issue, they are less likely to be persuaded by the argument. When individuals are against an issue, they are less likely to be persuaded by counter attitudinal messages, as compared to those individuals who are in support of an issue.

Priming and Entertainment Media

Although much of the political priming research has focused on news media as primes, scholars recently have begun to investigate how entertainment programs prime individuals in their evaluations of political leaders and political events. Holbrook and Hill (2005) found that when individuals viewed crime dramas, the programs primed those individuals to evaluate the president based on how they felt he handled crime. Other individuals exposed to non-crime dramas failed to evaluate the president based on how they felt he handled crime, which the authors argued was the essence of the priming process.

In contrast, Holbert, Pillion, and Tschida (2003) studied how exposure to the popular NBC drama *The West Wing* influenced individuals' perceptions of the president. These scholars exposed individuals to *The West Wing*, which follows a fictitious president and his administration. Results indicated that individuals perceived the current president, George W. Bush, and former president, Clinton, more positively after the individuals' exposure to the program.

Priming also has occurred for individuals exposed to comedies. Presidential candidates increasingly have used entertainment television to reach voters (Weaver & Drew, 1995). In the 2000 presidential election, Vice President Al Gore and his opponent, George W. Bush, appeared on late-night comedy shows. Using survey analysis, Moy, Xenos, and Hess (2006) argued that individuals evaluated Bush more positively after his appearances on both *The Late Show with David Letterman* and *The Tonight Show with Jay Leno*. They argued that the programs allowed Bush to seem more personable. When individuals saw him as more personable, that primed them to think more positively about him, and Bush received a boost in his approval ratings following his appearances. Bush was not as well known as his opponent, so the shows helped individuals get to know who Bush really was. Individuals failed to evaluate Gore differently after his appearance on the show, but the authors argued that individuals were more familiar with him, so his appearance on *The Tonight Show with Jay Leno* failed to prime individuals to evaluate him based on that appearance.

Besides late-night television programs, major motion pictures have been shown to prime individuals and affect evaluations of political figures. Holbert and Hansen (2006) exposed individuals to the controversial movie, *Fahrenheit 911*. This Michael Moore film, released in 2004, was a satirical investigation into the George W. Bush administration,

especially the involvement in the Iraq War. Republicans reported feeling more ambivalent

toward the president after viewing the movie. In this case, Holbert and Hansen defined

ambivalence as individuals with both positive and negative feelings toward a political leader.

They argued that the movie primed individuals, especially Republicans, to evaluate the

president based on the information from the motion picture, which was predominantly

negative. The result, they contended, was that Republicans apparently felt more negative

toward Bush, a Republican president, after viewing the movie, but were more positive toward

him before the movie. That led to conflicting opinions toward him, with both positive and

negative thoughts. This finding, especially, suggests there is something about entertainment

programs that might yield priming effects even for those who initially disagree with the

premise of the prime, which also might mean that entertainment might influence agenda-

setting differently than tradition hard news.

CHAPTER 4

ENTERTAINMENT

For thousands of years, individuals have searched out leisure activities to entertain themselves. During the time of the cave dwellers, technological advancements such as hunting weapons made food gathering easier, giving these individuals more free time. When cave dwellers finally had time for leisure, they embraced entertainment, such as painting, to pass the time (Zillmann, 2000).

Ancient Greeks and Romans also embraced entertainment (Bryant & Miron, 2002). Many ancient Greeks enjoyed theatre, including dramatic plays. They also began the first Olympic Games, which brought together athletes from across the known Greek world to participate in sporting events. The Romans entertained the masses with spectacles in the Coliseum, including gladiator games. In fact, the Romans had 175 days a year associated with entertainment, which Bryant and Miron (2002) argued showed that leaders felt their citizens were much happier and healthier as a result of entertainment.

In the past 100 years, technological advancements have improved the ability of individuals to choose their leisure-time activities. Now individuals have an increasing amount of both time and choice to be entertained, and they turn to media such as radio and television, and to newer channels of information, such as the Internet. Zillmann (2000) argued that "media entertainment, because it avails itself to everyone, may be considered

entertainment for the masses, but it is not mass entertainment" (p. 17), because there are so many channels of information, no one channel has a monopoly on everyone's time.

Entertainment not only entertains, it informs. For example, scholars have seen an increase in entertainment used by individuals to ascertain political information. Weaver (1994) contended that in the 1992 presidential election, Clinton turned to talk shows and MTV to reach voters. When Clinton appeared on these programs and spoke about certain issues important to him, individuals cited those issues as more important than other issues that he failed to mention. Due to Clinton's use of nontraditional news disseminators, Weaver argued, these entertainment programs had a significant agenda-setting effect on voters.

Scholars posit that entertainment may, in fact, be more persuasive than other forms of media. Zillmann (2000) argued that entertainment has the ability to "diminish aversions, possibly removing them" (p. 15). By diminishing or removing aversion to the entertainment, individuals may feel more positive toward the information contained within the message; therefore, the entertaining message can be very persuasive. How and why the persuasiveness of entertainment actually occurs is a subject that many scholars have attempted to explain using a myriad of theoretical frameworks.

Effectiveness of Entertainment

With regard to one of the most dominant frameworks used to understand media effects, scholars have looked to dual processing models, such as the elaboration likelihood model, or heuristic-systematic model, to help explain why entertainment can be more effective than other forms of media in influencing individuals' thoughts and behaviors (Petty, Schumann, Richman, & Strathman, 1993; Raney, 2006; Shrum, 2002). Petty and Cacioppo (1984a, 1984b) speculated that individuals tend to either process information from a message

more carefully, or they process the message less carefully, based on personality and other differences. If the message contains strong arguments, individuals using a *central* processing route are more likely to evaluate and accept the information contained in the message. If the message contains weak arguments, individuals using this central route are more likely to counter argue against the information contained in the message; therefore, the message will not be persuasive.

In contrast, individuals who are prone to less careful processing use a *peripheral*, rather than a central, route to process information from a message. In other words, individuals use shortcuts to process the information, such as noting the number of arguments, rather than evaluating the strength of the arguments. If the message contains more arguments, regardless of argument strength, individuals using the peripheral route are more likely to accept and be persuaded by the information contained in the message.

Slater and Rouner (2002) posited that dual-processing models need to be extended to entertainment programs, especially entertainment-education programming and narratives. They contend that "absorption in a narrative, and response to characters in a narrative, should enhance the persuasion effect and suppress counter arguing" (p. 173). Entertainment-education programming, specifically, is more likely to provide "an extraordinary opportunity to influence individuals who would ordinarily be resistant to persuasion" (p. 180). When the message is entertaining, individuals use a central route to process information, because these individuals feel more involved or more caught up in the message itself. In addition, Slater and Rouner argued that although individuals are using the central route, individuals often fail to counter argue against the entertainment program because they are enjoying that program, and this makes the information more persuasive (Slater, 2002; Slater & Rouner, 2002).

Shrum (2002) agreed that individuals fail to counter argue against entertainment programs, but disagreed that individuals use a central route when exposing themselves to entertainment programs. He posited that individuals exposed to entertainment programs use the peripheral route instead of the central route, because failure to counter argue is most associated with peripheral processing. The message, therefore, is more persuasive because individuals do not carefully process, and therefore, do not counter argue against the message.

Entertainment also can be persuasive because of the idea of "willing suspension of disbelief" (Shrum, 2006). Individuals are willing to suspend their disbelief when they watch entertainment program because they already know the information is not accurate. In other words, individuals allow themselves to believe the program in order to be entertained. Thus, they fail to counter argue against the entertainment program because they suspend their ability to counter argue by suspending their disbelief.

Individuals most often suspend their disbelief with fictional programs. Scholars have found that individuals do not place fact and fiction into two neat categories. Rather, they fail to differentiate between the two; they learn from both fact-based information and fiction-based information (Green, Garst, Brock & Chung, 2006; Strange & Leung, 1999). Oatley (1999), for example, argued that individuals exposed to fiction take that information as fact and simulate the information into their own cognitive and emotions, making the information true to them. In an experiment, however, Green, Garst, and Brock (2004) exposed participants to a speech either presented as fact or fiction. They found, first, that individuals who were exposed to fact were likely to scrutinize the message. They also found that individuals with a desire to gain information, in other words those having a high need for cognition, also scrutinized fiction. Individuals, however, with a low need for cognition that

was exposed to fiction failed to scrutinize the message. These researchers contended that "under some circumstances, individuals are less likely to ponder information reported to be fiction than they are fact" (p. 167).

Other scholars argued that, within fiction, a difference exists between serious messages and humorous messages. Even though many individuals turn to comedy for enjoyment (Zillmann, 2000), programs containing humor are not necessarily more persuasive than programs containing serious messages (Nabi, Moyer-Guse & Byrne, 2007). Although individuals fail to counter argue against a humorous message, they discount the information more, making the information less influential in the end. Nabi, Moyer-Guse, and Byrne argued that humor "attracts attention but distracts from the relevant message content" (p. 30). If those same individuals discount the message because it is humorous, then the message does not persuade individuals, even though little counterargument is occurring. Much of this research centers on the idea that the entertainment message is enjoyable, whether it is enjoyed because the characters are likeable (e.g., Bryant & Miron, 2002; Raney, 2006; Zillmann & Cantor, 1976; Zillmann, Taylor, & Lewis, 1998), because we can empathize with the characters (Zillmann, 2006), or because the message lifts our spirits and helps us manage our moods (Zillmann, 1988, 2000).

What happens, though, when the entertainment program makes an individual feel uncomfortable? Knobloch-Westerwick (2006) argued "individuals avoid messages that do not converge with their existing attitudes" (p. 239). When individuals are exposed to media messages that do not converge with their existing attitudes, they feel a dissonance toward the information. That dissonance creates an uncomfortable feeling, and individuals want to eliminate that dissonance.

Given the literature, it is difficult to say definitively whether entertainment affects its users more than other forms of media. This is an issue, considering individuals have increasingly turned to entertainment with humorous messages (Zillmann, 2000). The Pew Research Center for People & the Press (Kohut, 2004, 2007) indicated that more young people have turned to political comedy shows such as *The Daily Show*, *The Colbert Report*, or *Saturday Night Live* for information as compared to other traditional news programs. The Pew Research Center found that people who watched *The Daily Show* or *The Colbert Report* more had an increased knowledge about political events (Kohut, 2007). The report indicated that individuals who watched these programs had more political knowledge than those who watched FOX News or used the Internet.

This shows that entertainment programs are increasing their influence on individual's attitudes toward political figures; but just because individuals watch these programs does not automatically mean they take similar meanings out of the messages as other individuals. How individuals process the message, whether the message is formatted as entertainment or hard news, depends in part on the individual's perception of that information, and his or her perception is often based on his or her pre-existing attitudes. How receptive individuals are to entertainment versus hard news, therefore, may ultimately depend on their attitudes toward the message topic, itself, and whether the message is congruent or incongruent with those pre-existing attitudes. Now, we turn to this idea of message congruence in the next section.

CHAPTER 5

ATTITUDE-MESSAGE CONGRUENCE

Bryant and Davies (2006) explained that in early mass media research, scholars felt individuals were victims of the media's message. Individuals were passive consumers of the media. Bryant and Davies disagreed with this notion of individuals as passive consumers, arguing instead that individuals were sovereign consumers. Individuals select the media they expose themselves to, and that exposure inherently meets the needs of the consumer at that time.

Schumann (2004) also believed that individuals are sovereign consumers. In his view, individuals often use the media to reinforce already existing attitudes and fail to expose themselves to information that may promote other viewpoints (see also Klapper, 1960; Lazarsfeld, Berelson, & Gaudet, 1948). Even if the individual views a program that does not coincide with their existing attitudes, however, that individual may perceive the information differently (Shrum, 2006; Weaver, 2000). In other words, individuals will *selectively* perceive the information.

Selective perception describes the process whereby individuals who view the same media message perceive the information differently based on their already existing attitudes (Bryant & Davis, 2006; Bryant & Miron, 2002: Oliver, 2002; Shrum, 2006). Individuals have the ability to reshape the media message to coincide with their existing attitudes, finding ways in which at least parts of the information reinforce their own opinions. The way in which a message is selectively perceived may lead an individual who does not agree

with the entire message to accept parts of the message, thus being susceptible to effects that merely allow the individual to process the message. That brings us to the role of message acceptance in light of individuals' already existing attitudes.

Attitudes

Attitudes are individuals' beliefs that may or may not influence individuals' behavior (Petty & Krosnick, 1995). With regard to attitude strength, "certain beliefs and attitudes have the power they do because they are more extreme, important, and certain" (Skitka, Bauman, & Sargis, 2005, p. 895). Holland, Verplanken, and van Knippenber (2002) described strong attitudes based on three factors—"strong attitudes are persistent over time, resistance to change, and influence information processing and action" (p. 870). Strong attitudes, therefore, are more likely to affect behavior than weak attitudes, whereas weak attitudes are more likely influenced *by* behavior than strong attitudes.

The strength of an attitude is determined, in part, by how much knowledge the attitude is based on, and by how often the attitude is evaluated and is reinforced by other information (Wegener, Petty, Smoak, & Fabrigar, 2007). For example, strong attitudes often are more accessible in memory; therefore, these attitudes are more easily retrieved from memory when individuals must make evaluations. Strong attitudes, as opposed to weak attitudes, also tend to be based on more knowledge, or more perceived knowledge, that an individual feels he or she has regarding the attitude. Finally, when individuals have more time to evaluate their attitude, often that reflection increases the strength of the attitude, as that attitude must be accessed to be evaluated. As a result, individuals are more certain about a stronger attitude, in how the attitude influences their self-identity and how self-confident they are in that attitude.

Attitudes and Message Acceptance

Attitude strength often dictates whether a message is persuasive or not. Individuals with strong attitudes are not persuaded by messages as much as those with weak attitudes (Tormala & Petty, 2004). Individuals exposed to information incongruent with their existing attitudes, therefore, are less likely to accept or be persuaded by the message than individuals exposed to information congruent with their existing attitudes. Congruent messages are those messages that are similar to an individual's existing attitudes. Incongruent messages are those messages that are dissimilar to an individual's existing attitudes. An individual exposed to information congruent with his or her existing attitudes accept that information more readily, and, in fact, congruent information often strengthens an individual's existing attitude because he or she views the information as indicative that his or her attitude is correct. Individuals exposed to information incongruent with their existing attitudes often argue against that information. These individuals have the ability to retain their existing attitude because they view the incongruent information as problematic or faulty (Anderson, Lepper, & Ross, 1980; Bizer & Petty, 2005; Lord, Ross, & Lepper, 1979).

Anderson, Lepper, and Ross (1980) found evidence of this in their examination of congruent and incongruent messages on existing attitudes. Despite the fact that the information appeared as scientific evidence, individuals accepted or failed to accept the said information based on their already existing attitudes. The authors concluded that individuals often "dismiss and discount empirical evidence that contradicts their initial views, but will derive support and evidence, of no greater probativeness, that seems consistent with their views" (p. 2099).

Individuals have several ways in which to protect their attitudes from incongruent information. Individuals who receive information incongruent with their existing attitudes enjoy that information less than those individuals who receive information congruent with their existing attitudes. When they enjoy the information less, they often discount that information, protecting their already-existing attitudes (Brinol, Rucker, Romala, & Petty, 2004). In doing so, individuals have the ability to reaffirm their existing attitude by apparently dismissing the incongruent information incongruent as flawed.

Another way individuals resist messages incongruent with their existing attitudes is through "selective avoidance of attitude-incongruent information" (Brinol et al., 2004, p. 95). For example, individuals affiliated with the Democratic Party avoid news programs that they view as more conservative, such as Fox News. Individuals' attitudes, therefore, become more polarized when they are exposed to information congruent or incongruent with their existing attitudes (Lord et al., 1979).

This reaction to congruent versus incongruent information based on pre-existing attitudes relates to agenda setting and priming, in that when individuals watch news programs, they often evaluate the information either positively or negatively. That evaluation has a powerful effect on attitudes because "the greater the number of unfavorable reactions, the lower level of the attitude change" (Lord et al., 1979, p. 854). In other words, when individuals counter argue against the news programs, they are less likely to accept the media's agenda and are less likely to be primed by the information contained within the media's message. In contrast, it is likely that if individuals see the media message as reinforcing their attitudes, they will have a favorable response to the media's message and be more likely to accept the media's agenda.

If individuals, however, can accept an incongruent message if that message is enjoyed, it is also possible that individuals will be susceptible to the agenda-setting and priming effects from messages that don't match pre-existing attitudes, *if* those messages are entertaining. We know individuals often fail to counter argue against information in entertainment that they otherwise counter argue against in other forms of media, although some evidence suggests people discount incongruent entertaining messages. If an individual's pre-existing attitude is strong, will that individual still accept an entertaining message, or will the individual resist the message; therefore, resisting any effects of agenda setting and priming that may occur?

CHAPTER 6

PURPOSE OF STUDY

Miller and Krosnick (2000) argued that, when it comes to effects of media messages about an issue, it is the type of content, not just exposure to any relevant content that mediates the agenda-setting process. In other words, agenda-setting and priming effects are contingent on how individuals interpret and accept that message, not just on whether the individuals see the message. The authors call for more investigation into the agenda-setting and priming process, most notably, the cognitive mechanism behind both theories. I propose to further the theories of agenda setting and priming by investigating how the presentation style, namely entertainment versus hard news, influences both processes. By investigating the extent to which existing attitudes influence how each type of presentation is received, I hope to understand how the magnitude of agenda-setting and priming effects can vary.

Scholars have investigated the first-level of the agenda-setting effect by asking participants what issues are the most important to them. Analyzing their answers using cross lag, if their issues correspond closely to the issues in the media when the media issue predates their own issue, scholars posited that shows participants accept the media's agenda. Scholars have investigated the second-level of the agenda-setting effect by asking participants what attributes they associate with issues. If their attributes correspond closely to the attributes presented in the media, scholars posit that shows participants accept the media's agenda. Scholars additionally have investigated the priming effect by analyzing whether individuals use issues prevalent in the media in their evaluation of political leaders.

Because it is difficult from the existing research to draw specific conclusions about how presentation style influences the agenda-setting and priming processes, I propose three sets of competing hypotheses with regard to whether individuals are more likely to fail to counter argue against entertaining messages, or to discount those messages, compared to their acceptance of hard news presenting the same facts of a story:

H1a: Entertainment news will yield more acceptance of issues reported in the media (first-level of agenda setting) than hard news.

H1b: Hard news will yield more acceptance of issues reported in the media (first-level of agenda-setting) than entertainment news.

H2a: Entertainment news will yield more acceptance of attributes associated with issues in the media (second-level of agenda setting) than hard news.

H2b: Hard news will yield more acceptance of attributes associated with issues in the media (second-level of agenda setting) than hard news.

H3a: Individuals will be primed by entertainment news more than hard news.

H3b: Individuals will be primed by hard news more than entertainment news.

Beyond these basic effects, scholars have investigated the role that pre-existing attitudes play in agenda setting and priming. For example, individuals who hold a congruent attitude with the information being presented are more likely to accept the media's agenda. On the other hand, individuals who hold an incongruent attitude with the information being presented are less likely to accept the media's agenda because individuals who hold an incongruent attitude are more likely to counter argue against the information. In light of this research, therefore, I propose the following three hypotheses with regard to first- and second-level agenda setting and priming:

H4: Individuals with congruent attitudes toward the media message will accept the media's issue agenda (first-level) more readily than those individuals who hold incongruent attitudes with the message.

H5: Individuals with congruent attitudes toward the media message will accept the media's attributes of an issue (second-level) more readily than those individuals who hold incongruent attitudes with the message.

H6: Individuals with congruent attitudes toward the media message are more likely primed by the information than those individuals who hold incongruent attitudes with the message.

One key area of study that is still relatively untested is how the presentation style, entertainment versus hard news, interacts with pre-existing attitudes to influence agenda-setting and priming effects. Will presentation style of the information and individual's existing attitudes interact, such that incongruent messages that are still entertaining may yield the same effects as attitude-congruent hard news? Will entertainment always be more effective than hard news, regardless of message congruence, or will message congruence win out over presentation style? Since little research is available that can be used to draw definitive predictions, I offer the following two research questions to investigate the relationships between presentation style, existing attitudes and agenda-setting and priming effects:

RQ1: How do the presentation style of the information, entertainment versus hard news, and individual's existing attitudes, congruent versus incongruent, influence individual's acceptance of the media's agenda, including overall issues and issue attributes?

RQ2: How do the presentation style of the information, entertainment versus hard news, and individual's existing attitudes, congruent versus incongruent, influence whether the media can prime an individual more to evaluate a political leader based on the information?

CHAPTER 7

METHOD

Overview

Experimental research allows for causal links to be tested between the independent and dependent variables. Iyengar and Kinder (1984, 1986) both researched agenda setting and priming utilizing experimental designs. In more recent years, Miller and Krosnick (2000) and Miller (2007) used experimental designs to determine the cognitive mechanisms behind both the agenda-setting and priming process.

To further these studies, and to determine how the presentation style, namely traditional hard news versus entertainment news, influences the agenda-setting and priming process, a between-subject experiment with a control group was developed that used a 2 (presentation style) x 2 (pre-existing attitude) x 2 (gender) factorial design. One factor was the presentation style itself—traditional hard news versus entertainment news. The second factor dealt with the participants' pre-existing attitudes, specifically whether the information they receive is congruent or incongruent with those existing attitudes. The third factor was the gender of the participant.

Participants first completed a preliminary questionnaire, which included demographic items and an attitude assessment for various issues. Participants then completed distraction items, after which they heard a radio news segment that contained news delivered in either a hard news style or an entertainment style. After another short distraction period, participants

completed a final questionnaire assessing their recollection of news story elements, attitudes about the news stories, and items pertaining to possible agenda-setting and priming effects.

Participants

Participants were recruited from the School of Journalism & Mass Communication at the University of North Carolina at Chapel Hill. The school has a subject pool from which participants are drawn from large undergraduate courses. One hundred fifty-five participants were successfully recruited in exchange for course credit. Of the 155 participants, five had to be eliminated because of issues with tying their specific attitude measures to their responses to the radio news segments. That left a total of 150 participants used for the analysis.

Most of the participants (82.6%, $n = 123$) were female. Only 17.4% ($n = 26$) were male. One person did not indicate his or her gender. Most of the participants (84.7%, $n = 127$) were Caucasian, 5.3% ($n = 8$) were African American, and 4.7% ($n = 7$) were Hispanic or Latino. Most of the participants (93.3%, $n = 140$), were between 20 and 22 years old.

About 44.0% ($n = 66$) of the participants were Democrats, 28.2% ($n = 42$) were Republicans, and 20.7% ($n = 31$) were Independent. Participants appeared generally neutral in their political leaning, according to their self-reports on an item ranging from a possible 1 = strongly conservative to 5 = strongly liberal, $M = 3.17$, $SD = 1.04$.

A majority of the participants reported using the Internet for their political news (58.0%, $n = 87$). Only 14.7% ($n = 22$) and 14.0% ($n = 21$) reported using network television and newspapers, respectively. A small percentage, 0.7% ($n = 1$), used radio for political news. About 34.7% ($n = 52$) claimed they used their media of choice every day for information. Although the number may seem high, these are journalism students who may have to use media for class work. Only 12.7% ($n = 19$) of the participants reported using the

media two and four days per week, and 12.0% ($n = 18$) of the participants reported using the media three days per week.

Pilot Test

Because the main component of this study was how individuals processed the presentation style differently, a pilot test was completed. The pilot test helped to assess whether the stimulus material, mainly the humor embedded in the radio address, had experimental validity. Participants drawn from the same subject pool as the main study ($n = 40$) filled out the attitude component of the pre-questionnaire, as well as the demographic components and the distraction (see Appendix B). The attitude component contained 25 attitude statements that focused on five issues–health care, immigration, offshore drilling (oil), education, and the environment. Participants indicated their agreement or disagreement with 25 attitude statements. Participants later read one of the five radio stories, either the buffer stories of abstinence or video games, or the treatment stories of health care, immigration, or offshore drilling, presented as either hard news or entertainment news (see Appendix A).

The 15 attitude statements integral to the study, health care, immigration, and oil, underwent a Principal Axis Factor Analysis with Varimax rotation to determine if they loaded onto their own factor. The data indicated that the 15 statements were factorable (*KMO* = .701). Three of the health care questions loaded on one factor with a minimum factor loading of -.589 and a maximum factor loading of .691 ($\alpha = .84$). The immigration latent construct was created based on three questions with the minimum loading at .591 and the maximum loading at -.748 ($\alpha = .80$). Only three of the five offshore drilling questions loaded on one factor with the minimum loading at .725 and the maximum loading at -.747 (α

= .77). After reviewing the statements further, it was determined that the experiment could better gauge participants' reaction to issues based on one specific question that directly related to the issue discussed in the radio address.

In the pilot test, participants also answered questions about their reaction to the news story, mainly their level of enjoyment and how newsworthy they found the information, based on questions asked by Zillmann, Taylor, and Lewis (1998) (see Appendix C). The statements were analyzed using Principal Axis Factor Analysis with Varimax rotation. Five of the statements created one factor, while four of the statements created another factor. The first factor indicated newsworthiness, and included the statements that the stories were: informative, exaggerated (reverse coded), authentic, credible, professional, and newsworthy, with a minimum factor loading of .641 and a maximum factor loading of .897 (α = .89). The second factor indicated entertainment value, and included the statements that the stories were: amusing, hilarious, enjoyable, and entertaining, with a minimum factor loading of .869 and a maximum factor loading of .914 (α = .94). Participants who read the stories presented as hard news found the information more newsworthy ($M = 6.76$, $SD = 1.81$) overall than participants who read the stories presented as entertainment news, $M = 3.54$, $SD = 1.42$, $t(38)$ = 6.15, $p < .001$. Participants who read the stories presented as entertainment news found the information more entertaining ($M = 6.31$, $SD = 2.83$) overall than participants who read the stories presented as hard news, $M = 3.40$, $SD = 2.18$, $t(38) = -3.67$, $p < .001$. Overall, the results of the pilot test indicated that the manipulation worked. Participants viewed the entertainment news story as more entertaining than the hard news story.   The news stories, therefore, were used in the main experiment.

Main Experiment Procedure

After signing up, participants came to the computer lab in the journalism and mass communication building, and sat at one of 18 computers. Participants received instructions about their participation in the study in compliance with the university's Institutional Review Board for the Protection of Human Subjects. After signing the consent form, participants were directed to a Word document opened on their screen. Each word document contained a link to the pre-questionnaire, a version of the radio address randomly assigned, the Sudoku puzzle, and a second link to the post-questionnaire.

Participants first completed the pre-questionnaire (see Appendix D). The pre-questionnaire had statements to determine each participant's attitudes toward the three issues that, unbeknownst to them, they might be exposed to later in the session—health care, immigration, and offshore drilling. Two other issues, education and the environment, also were included in the pre-questionnaire. Statements determined how participants felt about these five issues. The pre-questionnaire also included demographic and media reliance questions. To ensure they did not tie the attitude questions to the stimulus material, individuals also completed both open-ended and close-ended questions about their entertainment use, Internet use, and hobbies as masking items to distract them from the true nature of the experiment. Masking items included questions, such as "Have you heard of juicycampus.com, the Web site that allows individuals to post comments about others anonymously?" and "What are your thoughts about juicycampus.com?"

After completing the pre-questionnaire, participants listened to a radio address in streaming audio. Radio was the only modality used in the experiment to control for an unintended covariate of information presentation (e.g., radio versus print). Radio also is

temporal, in that once the story is heard; listeners cannot go back and review to improve their memory of the information. Audio, therefore, was the best choice in this situation to give legitimacy to the experiment.

Participants were told that Wyoming State University had begun a radio program on campus, and WSU asked UNC to evaluate the program. The story created was a valid reason for UNC participants to expose themselves to information contained in the radio program. The participants should not have been familiar with information contained in the radio program, since the stories were fictitious and were created for this experiment alone.

After receiving the instructions, participants listened to the program, which featured either two or three news stories presented as either hard news or entertainment news. Each participant was randomly assigned into one condition to ensure equivalency of groups, such that the same proportions regarding gender, ethnicity, political leanings, media use, etc., were in all cells.

After hearing the radio program, participants had a Sudoku puzzle to complete as a distraction (see Appendix E). The distraction helped to ensure that the results obtained were real effects, rather than the result of short-term memory about the radio program. Individuals took five minutes to see how much of the Sudoku puzzle they could complete in that given amount of time, meaning that they had time between the radio address and the dependent variables. The Sudoku puzzle also is mathematical in origin. Since the experiment focused on the processing of language (audio words, to be exact), individuals were distracted by the mathematical puzzle. Finally, the Sudoku puzzle was taken from an online Web site, giving legitimacy to the test of online information.

After completing the Sudoku puzzle, participants completed one of two questionnaires. Participants were randomly assigned to fill out one of the two questionnaires designed to test the agenda-setting and priming effects. More than half of the participants (*n* = 80) answered questions from post-questionnaire 1 (see Appendix F1) while the remaining (*n* = 70) answered questions from post-questionnaire 2 (see Appendix F2). Post-questionnaire 1 asked agenda-setting questions such as naming the top three issues facing the nation and listing impressions of the issues brought up in the stories prior to asking priming questions. Post-questionnaire 2 asked priming questions such as public approval of the former president and the current president prior to asking the agenda-setting questions. By building in the change in order of the agenda-setting and priming questions, the experiment also could further investigate the arguments set forth by Miller and Krosnick (2000) that when individuals feel an issue is important (via agenda-setting effects), these individuals are more likely to be primed.

After answering all questions, participants received a debriefing form, were thanked for their participation, and left. Participants were instructed not to discuss the experiment with anyone else.

Stimulus Material

Participants heard the radio program formatted as a traditional news program or as the entertainment news program (see Appendix A). The traditional hard news program included information presented in a positive news format, or a negative news format. The entertainment news program included the same information presented with added humor such as what might be encountered in *Saturday Night Live*, *The Daily Show*, or *The Onion*, an online newspaper that has focused on fictitious news stories in a humorous manner. Two

of the stories were held consistent across all participants, presented as either traditional news or entertainment news, depending on the condition.

Participants heard the same radio announcer whether they were exposed to the traditional hard news radio address or the entertainment news radio address. The radio announcer was hired to do all the stimulus material. The radio announcer was a professional journalist who had been trained and who had experience in producing and being on radio programs. By using a professional to do the radio announcements, the experiment had an extra measure of stimulus validity because the authenticity of using a professional journalist. In addition, by using the same announcer for all conditions, the possibility of effects due to the type of voice or gender of announcer was controlled.

Traditional hard news. Participants exposed to the traditional hard news stories heard the stories presented via a radio address in a typical hard news format. Individuals heard music that had faded out, to signify the start of the news program. The radio announcer introduced himself, identifying WSUR Radio (Wyoming State University Radio). After the introduction, the radio announcer read the stories using a typical news tone. Each of the stories was approximately 2 minutes long. Participants in the control group heard only 4 minutes 35 seconds of the radio program while those in the experimental condition heard between 5 minutes 13 seconds to 5 minutes 18 seconds. All of the traditional news stories were between 253 words and 299 words, but contained no humorous interjections. After presenting the news, the announcer signed off, with music to indicate the program was complete.

Entertainment news. Participants exposed to the entertainment news stories heard the stories presented via a radio address in a more humorous entertainment news format.

Individuals heard music that faded out, to signify the start of the news program. The radio announcer introduced himself, identifying WSUR Radio (Wyoming State University Radio). After the introduction, the radio announcer read the stories. The stories included humorous statements, such as in the beginning of one buffer story about abstinence programs, where the announcer said "Students statewide are saying 'yes' to premarital sex despite increased abstinence awareness programs. And who wouldn't say yes to premarital sex? Ok, who wouldn't say yes to any sex, but I digress." or the beginning of the buffer story on video games, where the announcer said "Parents are so concerned about what their children are exposed to in videogames that some support new state limits on such material, like games on the Nintendo Wii that teach children to resolve conflicts by flailing their arms in acts of fruity aggression."

Participants in the control group heard 4 minutes 35 seconds of the radio program while those in the experimental condition heard from between 6 minutes 48 seconds to 6 minutes 58 seconds. All the entertainment stories were 327 words to 430 words long, and contained seven humorous interjections. After presenting the news stories, the radio announcer signed off with music to indicate the program was complete.

Story content. All of the participants heard two stories—one that dealt with an abstinence program taught in Wyoming high schools and one that dealt with inappropriate video games. Individuals in the control condition only heard these two stories. Participants in the experimental condition received an additional issue story along with the abstinence program and video game stories. Each of the issue stories discussed a newly-elected senator, Joseph Beale, I-Wyo., who planned on proposing a new bill in Congress when he arrived in Washington in January. The first issue dealt with the proposal to stop Medicaid health care

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benefits to those individuals who were employed but made minimum wage and whose employers did not provide health care benefits. The second issue dealt with the proposal to create the Illegal Immigration Enforcement Agency, which would hunt down and would deport illegal immigrants. The third issue dealt with the proposal to begin more offshore drilling, without any funding for alternative energy sources.

As a control measure, a number of the participants in the experiment ($n = 78$) heard only the two buffer stories about abstinence and video games. A number of participants in the control group ($n = 40$) heard the stories presented as traditional hard news and a number of participants in the control group ($n = 38$) heard the stories as entertainment news. The control group did not receive information about the three issue stories, or target stories of immigration, health care, or offshore drilling. The control group, therefore, assisted in testing whether the results were due to the issue (target) stories, rather than just exposure to information in general.

The remaining participants ($n = 72$) heard a third story (the issue, or target story) with the two buffer stories. There were three issue stories created, but participants only heard one of the three issue stories. That helped to ensure that the results were not simply due to the particular issue that elicited the observed effects, but the type of presentation regardless of the type of issue. Participants were randomly assigned to either the control group or the experimental group, and if participants were in the experimental group, they were randomly assigned to listen to one of three issue stories. The additional story either contained information about health care ($n = 23$), immigration ($n = 26$), or offshore drilling ($n = 23$).

Participants also were randomly assigned to the order that they heard the stories. That ensured that individuals did not like one story based on the fact that it was first or last in

the exposure. It also ensured that any effects were not because one story always followed another story. By randomizing the order, the experiment also controlled for the recency of the activation, meaning that the priming of the information was due to the presentation style or the information, not because of the order of the information. Six orders were created to take into account all the ways the information could be presented. Participants heard the radio address presented in one of the six orders: Abstinence, Issue, Video Games ($n = 47$); Video Games, Issue, Abstinence ($n = 54$); Abstinence, Video Games, Issue ($n = 14$); Video Game, Abstinence, Issue ($n = 12$); Issue, Abstinence, Video Games ($n = 12$); or Issue, Video Games, Abstinence ($n = 11$).

Primary Independent Variables

Presentation style. The study focused on how the presentation style, traditional hard news versus entertainment news, influenced participants' acceptance of the information. The traditional hard news stories ($n = 77$) were written as a hard news story one might hear on radio. The entertainment news stories ($n = 73$) were written with humorous interjections added into the hard news story to add humor.

Existing attitudes. Prior to the experiment, participants answered 15 questions to determine their existing attitudes on five major issues in the United States. Three of the issues were ones that participants might have been exposed to in the radio program—health care, immigration, and offshore drilling. Participants noted their agreement or disagreement with particular statements on an 11-point semantic differential from 1, which was strongly disagree, to 11, which was strongly agree. They also indicated how certain they were of their feelings and how important the issue was to them.

Individuals attitudes toward health care was determined based on the statements: "The government should provide health care to all citizens in the United States." Individuals attitudes toward immigrants was determined based on the statement: "I believe that the United States should welcome immigrants into the country, even those entering the country illegally." Individuals attitudes toward offshore drilling was determined based on the statement: "The government should allow more offshore drilling."

Participants attitudes toward health care and offshore drilling were reverse coded, so the higher individuals scored the more congruent their attitude was toward the news stories they received. For example, an individual who scored high on the offshore drilling attitude scale felt strongly that the government should not do more offshore drilling. When he or she heard about Senator Beale's plan to increase offshore drilling, the participant should have an incongruent attitude with the plan; but he or she should have a congruent attitude with the news story, which was negative toward Senator Beale's plan. On the other hand, an individual who scored low on the offshore drilling attitude scale felt strongly that the government should do more offshore drilling. When he or she heard about Senator Beale's plan to do more offshore drilling, the student should have a congruent attitude with the plan; but they should have an incongruent attitude with the news story.

The statements appeared to be normally distributed (see Table 1 for descriptives). The measures were left as single-item variables to determine attitude of individuals toward the news stories.

Gender. The gender of each of the participants was coded as 0 for male and 1 for female.

Primary Dependent Variables

 First-level agenda setting. To determine whether the presentation style influenced the agenda-setting effect, participants listed three important issues facing the nation. These are similar to questions asked both by national polls (Gallup Poll), as well as scholars investigating agenda setting (McCombs, 2004; McCombs & Shaw, 1972; Rogers & Dearing, 1996). Responses from individuals who heard stories about health care, immigration, or offshore drilling were coded as described below to evaluate whether these individuals cited the received issues more than individuals not exposed to stories about health care, immigration, or offshore drilling. Overall, individuals listed the issue they received 44.7% of the time ($n = 29$).

 Second-level agenda setting. Individuals also answered questions about their impression of the issues they thought were the most important issues facing the nation. Individuals also responded to several questions about their impressions of the news stories they heard specifically. The impression questions have been used before to indicate how individuals felt about certain issues based on the story they received (Valkenburg, Semetko, & de Vreese, 1999). Coding of these responses is described below.

 Coding for agenda-setting responses. All of the open-ended responses in the post-questionnaire were analyzed by three independent coders who were blind to the study, which included they were blind to the hypotheses and conditions of the participants (see Appendix G). Other research has used independent coders to analyze open-ended responses (Althaus & Tewksbury, 2002; Vreese, 2004; Lang, Bradley, Chung, & Lee, 2003; Slater, 1991de). Coders analyzed whether the participants named one of the three issues—health care, immigration, or offshore drilling—as the one of the three most important issues facing the

nation. Coders then analyzed the participants' open-ended response as to why they named

their issues as one of the top three most important facing the nation. Coders also analyzed

the participants' open-ended responses as to their impression of the news stories themselves.

Both types of open-ended responses were analyzed similarly.

Coders analyzed both the issue questions and the impression questions based on

whether the participants mentioned the radio address specifically in their response. Coders

also analyzed the tone of the participants' response, indicating whether the participant was

positive, negative, or neutral toward the proposal, or participants made irrelevant comments

(Brinol, Petty, & Barden, 2007). For example, if participants wrote that the United States

should do more offshore drilling; coders indicated that as positive toward the proposal in the

news story. If the participant wrote that the United States should not do more offshore

drilling, coders indicated that as negative toward the proposal in the news story. If the

participant wrote he or she was not sure about his or her opinion toward offshore drilling,

coders indicated this as neutral toward the proposal in the news story. If the participant

wrote that he or she could not remember the issue, coders indicated that as the participant

made irrelevant comments about the proposal in the news story (see Appendix H).

Coders also counted the number of attributes participants used in their response.

Coders were given a list of 10 yes and no questions regarding attributes in the news stories.

Coders were instructed to answer the yes and no questions. The number of yes responses

indicated the number of attributes used in participants' responses. For example, in the health

care news story, coders were asked if the participant wrote anything about the following:

health care itself; the government providing health care; companies providing health care;

Medicaid; individuals cited in the news story; people not having health care; incentives for

companies to provide health care; the plan saving taxpayer money; the country in a health

care crisis; and health care hurting our economy. Any of the above attributes discussed by

the participants were coded to analyze as an indication of the second-level of agenda setting

(see Appendix I). The attributes were recoded into a five-point scale: 0 indicating that the

participants cited no attributes; 1 indicating that participants cited 1 to 2 attributes; 2

indicating that the participants cited 3 to 4 attributes; 3 indicating that the participants cited 5

to 6 attributes; and 4 indicating that the participants cited 7 to 8 attributes. None of the

participants cited 9 or 10 attributes; therefore, the recoding was based on the five-point scale.

To indicate whether the coders analyzed the open-ended responses similarly, the data

were analyzed using Krippendorf's alpha. Unlike other measures of reliability,

Krippendorf's alpha tests data on any measure of judgment, from nominal to ratio.

Krippendorf's alpha also takes into account any number of observations, with or without

missing data. A macro was used in SPSS that assists in determining Krippendorf's alpha

(Hayes & Krippendorf, 2007). After running the matrix, many of the variables showed that

they were reliably coded. The alpha levels associated with the coders' analysis of the

participants' answers to what they listed as the three most important issues facing the nation

were above .80, meaning that they were coded reliably (first issue $\alpha = 1.00$; second issue $\alpha =$

.96; and third issue $\alpha = 1.00$). The coders also coded the participants' response to their

open-ended response of why they listed the issues as the most important (first issue attributes

$\alpha = .91$; second issue attributes $\alpha = .85$; and third issue attributes $\alpha = .82$). Coders coded the

attributes of each news story as well (abstinence attributes $\alpha = .65$; video game attributes $\alpha =$

.78; and issue attributes $\alpha = .94$). The alpha level associated with issue attributes was

reliable, and that was the variable needed for analysis.

The alpha level associated with the tone of the responses was not reliable and was eliminated from further analysis. Coders were asked to indicate the tone of the specific issue given both for the participants' answer to why they listed an issue as one of the most important facing the nation as well as the impressions of the news stories themselves. Coders failed to reliably code the tone for participants' answers why the issues were one of the most important facing the nation (first issue tone $\alpha = .29$; second issue tone $\alpha = -.18$; and third issue tone $\alpha = -.20$). Coders also failed to reliably code the tone for participants' impressions of the abstinence news story ($\alpha = .43$), video games ($\alpha = .12$), and issue ($\alpha = .67$). The coders were trained several times on tone but failed to reliably code any of these, so these variables were eliminated from analysis. Overall, though, intercoder reliability was adequate for all the variables needed for the analysis.

The data appeared to have outliers when dealing with the number of attributes (see Table 1). Whereas many participants failed to write anything in the open-ended responses, a few participants actually wrote quite a bit in the open-ended responses and they were outliers. They were kept in the final analysis because they responded to the open-ended responses. Since the outliers were more likely to cite attributes, they were not eliminated. Also, they were not eliminated because their elimination would not affect the results. In analyzing the data, outliers should not be eliminated unless their responses may affect the overall results. In this case, after analyzing the data, all outliers were retained.

Priming. To test whether the presentation style influenced priming effects, participants responded to several questions about their approval of both the former president, George W. Bush, and the current president, Barack Obama, because the experiment occurred so close to the 2008 election. The 10 statements of the approval rating on each political

leader were reverse coded to make the higher number mean the participants had a higher approval rating of the political leaders based on a five-point scale (1 = not at all, 5 = extremely). For overall approval, a participant responded to how much they felt each leader was good, competent, knowledgeable, had integrity, was moral, and finally, how much they approved of that person.

The five statements for each political leader were analyzed using a Principal Axis Factor Analysis to determine if they loaded together. The factor analysis of the five statements on the approval of former president Bush loaded together (KMO = .91, α = .93, see Table 2). The factor analysis of the five statements on the approval of president Obama also loaded together (KMO = .89, α = .92, see Table 4). Because the data were reliable, within-subjects mean imputation was completed to handle all missing data. For each president, the five scores were averaged together to create an overall approval score for Bush and an overall approval score for Obama.

To evaluate which issues were the most important criteria in participants' overall approval evaluations, participants also gave their approval based on a five-point scale of the former and current president based on how well they felt he handled several issues—immigration, health care, offshore drilling, education, and the environment.

The new variables, the overall approval of both Bush and Obama, and the three issue approval rating statements appeared to be normally distributed (see Table 1). The data had three outliers for the approval of Bush and approval of Obama on all three issues. When investigating the individual scores, the three participants appeared to score Bush very high on approval and appeared to score Obama very low on approval. All three considered themselves Republicans, which explained the results. The outliers were kept in the final

analysis because their political party affiliation explained why they were more positive

toward the former president and more negative toward the current president. Also, the data

were normally distributed.

Control Variables and Manipulation Check

   Control variables. The study took into account several demographic variables as

control variables. Demographic variables included age (based on year of birth), and race

(simplified into 1 = Caucasian, 0 = other).

   Political party affiliation variable was also included as a control variable, in the form

of two dummy variables. In the first dummy variable, Republicans were coded as 1 and all

other political party affiliations were coded as 0. In the second dummy variable, Democrats

were coded as 1 and all other political party affiliations were coded as 0. Individuals'

political leaning also served as a control variable (1 = strongly conservative, 5 = strongly

liberal).

   Also taken into account was where individuals received most of their political news.

The political news variable was coded as three dummy variables. In the first dummy

variable, newspaper and magazine readers were coded as 1 and everyone else was coded as

0. In the second dummy variable, television and radio users were coded as 1 and everyone

else was coded as 0. In the third dummy variable, internet use was coded as 1 and everyone

else was coded as 0. Finally, individuals also indicated how many times in the past week

they used that medium on an eight-point scale from 0 days to 7 days per week.

    All continuous control variables were normally distributed (see Table 1).

   Manipulation check. The same measures used in the pilot test also were used in the

main experiment to ensure that participants viewed the entertainment stories as more

entertaining than the hard news stories. For each target issue story, the measures were factor analyzed using Principal Axis Factoring with Varimax rotation to ensure that five statements loaded onto one factor, while the remaining four statements loaded onto another factor to create scales of entertainment and newsworthiness (*KMO* = .83, see Table 2). Two factors emerged. Because of the reliability within each factor, within-subject mean imputation was completed to handle all missing data. The statement "the information was exaggerated" failed to load on either construct, and was eliminated from further analysis.

Four of the statements gauged how entertaining the information was: It was amusing, hilarious, enjoyable, and entertaining (α = .93). The four measures were averaged to create a variable called the entertainment scale (see Table 1).

Four of the statements gauged how newsworthy the information was: The information was informative, was authentic, was credible, seemed real to me, and was newsworthy (α = .88).   The statement the information was exaggerated, which had been reversed coded, failed to load onto either factor and was eliminated from further analysis. The four measures were averaged to create on variable called the newsworthiness scale (see Table 1).

The newsworthiness scale and entertainment scale for the issue stories were normally distributed (see Table 1).

Correlations between each independent variable are shown in Table 5.   These correlations indicated no multicollinearity issues for the upcoming analyses.

Analysis Used in the Results Section

Preliminary analysis. Several analyses were done to determine whether the manipulation of hard news versus entertainment news worked in the main experiment.

Independent sample t-tests were completed comparing the hard news versus entertainment news conditions on both the newsworthiness and entertainment scales.

Next, preliminary analyses were completed investigating whether those in the experimental condition were more likely to list the issue they received as one of the most important issues facing the nation as compared to those in the control condition. Also, analyses were completed to investigate whether those in the experimental condition were more likely to cite attributes associated with the issues they received as compared to the control condition. Final preliminary analyses were completed to determine whether those in the experiment condition were more likely primed by the issues they received in their overall evaluations of political leaders as compared to those in the control condition.

Hypotheses and research questions. After all preliminary analyses, the data were analyzed to test the six hypotheses and the two research questions. To test the first-level agenda setting effects, the data underwent logistic regression to answer Hypothesis 1, whether individuals in the hard news condition or the entertainment condition were more likely to cite the issue they received as the most important problem facing the nation. Logistic regression also helped to answer Hypothesis 4, whether individuals with a congruent attitude were more likely to cite the issue they received as the most important problem facing the nation. Logistic regression also assisted in answering Research Question 1, whether there was an interaction between presentation, hard news versus entertainment news, and attitude congruency on whether individuals were more likely to cite the issue they received as the most important problem facing the nation.

Because nearly half of the participants answered agenda-setting questions first and the remaining participants answered priming questions first, the data were analyzed to

investigate whether order of measures influenced the agenda-setting effects. Individuals who answered agenda-setting questions first were separated from individuals who answered priming questions first. Both groups underwent logistic regression to determine if the order influenced whether individuals were more likely to cite the issue they received as the most important problem facing the nation.

To test the second-level agenda setting effects, the data underwent a hierarchical linear regression to answer Hypothesis 2, whether individuals in the hard news condition or the entertainment condition were more likely to list attributes associated with the issue they received. Regression analysis also helped to answer Hypothesis 5, whether individuals with a congruent attitude were more likely to list attributes associated the issue they received. Regression also assisted in answering Research Question 1, whether there was an interaction between presentations, hard news versus entertainment news, and attitude congruency on whether individuals were more likely to list attributes associated with the issue they received.

Finally, to test the priming effects, the data underwent a hierarchical linear regression to answer Hypothesis 3, whether individuals in the hard news condition or the entertainment condition were more likely primed by the issue they received in their overall evaluations of political leaders. Regression analysis also helped to answer Hypothesis 6, whether individuals with a congruent attitude were more likely primed by the issue they received in their overall evaluations of political leaders. Regression also assisted in answering Research Question 2, whether there was an interaction between presentation, hard news versus entertainment news, and attitude congruency on whether individuals were more likely primed by the issue they received in their overall evaluations of political leaders.

Because nearly half of the participants answered agenda-setting questions first and the remaining participants answered priming questions first, the data were analyzed to investigate whether order of measures influenced the priming effects. Individuals who answered agenda-setting questions first were separated from individuals who answered priming questions first. Both groups underwent hierarchical linear regression to determine if the order influenced whether individuals were more likely primed by the issue they received in their overall evaluations of their political leaders.

CHAPTER 8

RESULTS

Preliminary Analysis

Entertainment value of each condition. To ensure that individuals found the entertainment news more entertaining than the hard news, individuals answered questions regarding whether they found the issue story in their respective condition entertaining, as well as newsworthy. Individuals exposed to the entertainment news ($M = 2.87$, $SD= 3.45$) found the issue stories more entertaining than those exposed to the hard news, $M = 1.58$, $SD = 2.04$, $t(148) = 2.81$, $p < .001$. Individuals found both the hard news ($M = 3.26$, $SD = 3.64$) and entertainment news ($M = 3.22$, $SD = 3.50$) just as newsworthy regardless of the condition they received, $t(148) = .07$, $p = .945$. Thus, the entertainment radio addresses were perceived as more entertaining to participants; however, the comical radio address did not distract listeners from still perceiving the content as newsworthy.

Each of the issues was analyzed separately to investigate whether individuals indicated differences between the entertainment and newsworthiness scale based on presentation style. Individuals who received the health care story found the hard news ($M = 7.43$, $SD = 1.30$) more newsworthy than the entertainment news story, $M = 5.31$, $SD = 1.88$, $t(21) = 3.16$, $p < .01$. Individuals who received the health care story found no difference between the hard news ($M = 3.96$, $SD = 1.48$) and entertainment news ($M = 4.96$, $SD = 2.25$) when it came to the entertainment scale, $t(21) = .10$, $p = .220$. Individuals who received the immigration story found no difference between the hard news ($M = 6.93$, $SD = 1.75$) and the

entertainment news story, ($M = 6.87$, $SD = 1.23$) when it came to the newsworthiness scale,

$t(24) = .10$, $p = .923$. Individuals who received the immigration story found the

entertainment news ($M = 6.70$, $SD = 2.44$) more entertaining than the hard news, $M = 2.50$,

$SD = 1.29$, $t(24) = -5.71$, $p > .001$. Individuals who received the offshore drilling story found

no difference between the hard news ($M = 6.46$, $SD = .79$) and the entertainment news story

($M = 7.23$, $SD = 1.46$) when it came to the newsworthiness scale, $t(21) = -1.45$, $p = .162$.

Individuals who received the offshore drilling story found no difference between the hard

news ($M = 4.11$, $SD = 1.85$) and entertainment news ($M = 5.82$, $SD = 2.90$) when it came to

the entertainment scale, $t(21) = -1.57$, $p = .130$.

First-level agenda setting. Initial analyses were conducted to determine whether

those individuals who received the issue were more likely to have experienced an agenda

setting and priming effect than those who did not receive the issue, irrespective of

presentation style and attitude-message congruence. The dependent variable, whether or not

participants cited the issue received, was dichotomous. Thus, in order to test the first level of

agenda setting, a Chi-square test was performed on each of the issues to determine if the

individuals in the experimental condition were more likely to cite the issue they received than

those in the control condition. The data indicated that individuals who received health care

cited that issue more than those who did not receive health care, $\chi^2(67) = 22.67$, $p < .001$.

Individuals who received immigration cited that issue more than those who did not receive

immigration, $\chi^2(26) = 4.58$, $p < .05$. Individuals who received offshore drilling also cited

that issue more than those who did not receive offshore drilling, $\chi^2(17) = 10.77$, $p < .001$.

The results support the success of the manipulation. Those who received an issue cited that

issue more as one the most important problems facing the nation than those who did not receive that issue.

Second-level agenda setting. An Independent Samples *t*-test was completed to test if individuals in the experimental condition denoted more attributes than individuals in the control condition. The first test was done on all three issues separately on the recoded (five-point scale) attribute variable. There was no significant difference between those who were in the control condition versus those in the experimental condition, health care $t(67) = 1.02$, $p = .313$; immigration $t(23) = 1.21$, $p = .238$; offshore drilling $t(17) = 1.16$, $p = .263$.

The reason why the manipulation did not appear to be effective for second-level agenda setting might have been because the recoded attribute variable, because of its simplification of number of attributes, might have collapsed the number of attributes too much. In other words, too much variability might have been lost because of the recoding. Therefore, to preserve the initial variability, the data were analyzed a second time using the original scale, where attribute scores ranged from 0 to 10. It should be noted, however, that coder reliability was lower, now that Krippendorf's alpha was reliant on coders identifying the exact same number of attributes for each participant, health care $\alpha = .17$; immigration $\alpha = .55$; offshore drilling $\alpha = .25$.

Using the original scale, individuals who received health care ($M = 2.83$, $SD = 1.14$) listed more attributes of those issues than those who did not receive health care, $M = 2.26$, $SD = 1.01$, $t(65) = -2.15$, $p < .05$. Neither immigration (control M = 2.00, $SD = .91$; experimental M = 1.83, SD = .58) nor offshore drilling (control $M = 2.43$, $SD = .98$; experimental $M = 3.00$, $SD = .89$) yielded significant differences, immigration $t(23) = .54$, $p = .594$; offshore drilling $t(16) = -1.28$, $p = .220$.

Priming. As a manipulation check to ensure that those who received an issue were, in fact, primed by the issue, six regression analyses tested the effects of issue and prime on overall evaluations for each political leader, Bush and Obama. For each issue (health care, immigration, and offshore drilling), receipt of that issue (yes, no) was entered into the first block along with the participants' evaluation of the leader's performance on that issue. The interaction between issue receipt and issue performance was entered in the second block. A significant interaction would confirm a priming effect, provided that issue performance was a stronger predictor among those who received the issue, rather than those who did not receive the issue.

The final model for health care was significant in predicting overall evaluations of Obama, $R^2 = .41$, $F(3,97) = 22.65$, $p < .001$. There was an interaction between individuals who received health care and the fact that they used their opinion of Obama on how he handled health care in their overall evaluation of him, $\beta = .16$, $t(100) = 1.71$, $p = .090$. Individuals who received health care were primed by that issue in their overall evaluation more than individuals who did not receive health care.

When investigating the analysis for immigration, the final model also signified that there was a priming effect for individuals who received immigration, $R^2 = .40$, $F(3,100) = 22.49$, $p < .001$. An interaction was found between individuals who received immigration and individuals who used their opinion of Obama on how he handled immigration in their overall evaluation of him, $\beta = .19$, $t(103) = 1.96$, $p = .053$. Individuals who received immigration were primed more by the issue in their overall evaluation than individuals who did not receive immigration.

When investigating the regression model for offshore drilling, the final model also was significant in predicting individuals overall evaluation of Obama, $R^2 = .22$, $F(3,97) = 9.13$, $p < .001$. However, individuals who received offshore drilling did not use that issue more in their overall evaluation of Obama as compared to those who did not receive the issue, based on no significant interaction between issue receipt and issue performance, $\beta = -.05$, $t(100) = -.37$, $p = .738$.

The final models predicting overall approval of Bush were all significant–health care $R^2 = .25$, $F(3,97) = 11.96$, $p < .001$; immigration $R^2 = .13$, $F(3,100) = 4.75$, $p < .001$; offshore drilling $R^2 = 08$, $F(3,97) = 2.93$, $p < .05$. The findings, however, indicated no interaction between those who received the issue and their opinion of the president on that issue in their overall evaluation of Bush, health care $\beta = .09$, $t(100) = .64$, $p = .523$; immigration $\beta = .19$, $t(103) = 1.19$, $p = .236$; offshore drilling $\beta = .26$, $t(100) = 1.08$, $p = .282$.

Overview of Main Analyses

Initial tests of the hypotheses and research questions were performed using the issues combined. After these tests, further analyses were conducted, treating each of the three issues separately because individuals may not respond to each issue similarly. When investigating the results, the findings denoted a problem associated with the combination of all three issues. Individuals in the immigration condition yielded opposite results from those in the health care or offshore drilling condition. Since individuals reacted differently to the immigration than the remaining two issues based on the manipulation check, more analyses were completed by separating out immigration from health care and offshore drilling. Therefore, the analyses of all three combined issues are presented below, in addition to

subsequent analyses that combine health care and offshore drilling, and analyses that look at immigration in isolation.

For initial hypotheses and research question testing, the independent variable of gender and all of the control variables were entered into the regression models. However, gender and most of the control variables (race, age, political leaning, and days per week use media use) did little to explain any of the variance and were eliminated from further analysis. Inclusion of gender and all the control variables may have saturated the model, as well. Only political party identification and type of media use were retained.

All of the continuous independent variables, including attitude and approval measures, were centered for the analysis (Aiken & West, 1991).

First-level agenda-setting effects. A binary logistic linear regression analysis was performed to evaluate how well the key variables predicted the likelihood of individuals citing an issue as the most important problem in the nation. The full combination of issues was tested first. Demographic variables (political party affiliation and media use) were entered in the first block of the regression model. In the second block the main effects of presentation style and attitude were entered. In the third block the interaction was entered between presentation style and attitude. A significant main effect of presentation style would support Hypothesis 1, that presentation style (entertainment versus hard news) would yield more acceptance of the received issue. A significant main effect of attitude congruence would support Hypothesis 4, that individuals with a congruent attitude toward the information in the news story would exhibit more acceptance of the media's issue agenda. A significant interaction between presentation style and attitude congruence would address

Research Question 1, regarding how presentation and attitude might combine to influence acceptance of the media agenda.

In the analysis when all of the issues were combined (see Table 6), presentation style failed to predict if individuals would cite the issue they received as the most important problem facing the nation. The dependent variable also failed to regress significantly onto attitude congruence. Attitude also did not interact with presentation style for those who received all the issues combined. Therefore, the hypotheses for first-level agenda setting were not supported when looking across all stories.

For health care and offshore drilling combined (excluding immigration), analyses were conducted using the same configuration as described for all issues combined (see Table 7). In this analysis, presentation style did predict the dependent variable for individuals who received either health care or offshore drilling. Individuals who received either issue cited that issue as a major problem facing the nation when they were in the hard news condition. Attitude congruence, however, was not a significant predictor. Presentation style and attitude congruence also did not interact to predict the dependent variable. Therefore, although the model correctly classified 78.3% of the cases, only Hypothesis 1 was supported.

When only immigration was analyzed (see Table 8), the control variables were eliminated from the analysis for immigration alone because of the small sample size ($n = 26$) and the probability that too many variables might saturate the model. Therefore, the main effects were entered into the first block and the interaction was entered in the second block. Neither presentation style nor attitude congruency was significant main predictors in this model. However, an interaction between presentation style and attitude congruency was present for those individuals who received the immigration story. Participants whose

attitudes were more congruent toward the information contained in the immigration story

cited the issue as the most important problem facing the nation when they received the

entertainment news. Individuals who were more incongruent with the information contained

in the immigration story cited the issue less as the most important problem facing the nation

when they received the entertainment news. The opposite findings were true for the hard

news condition. Those who had a congruent attitude cited the issue less; but when they had

an incongruent attitude, they cited the issue more (see Figure 1). Although Hypothesis 1 and

2 were not supported, the full model correctly classified 76.9% of the cases and successfully

addressed Research Question 1.

    First-level agenda setting as affected by order of measure. The data also were

analyzed by splitting participants into two groups; those who received agenda-setting

questions first and those who received priming questions first. Separate regression analyses

for each of the two groups were conducted using participants exposed to all the issues or

those exposed to only health care or offshore drilling. Those who received immigration only

were eliminated from the analysis because of the smaller sample size (agenda-setting

questions first $n = 15$; priming questions first $n = 11$). Individuals exposed to all issues failed

to predict the dependent variable when investigating for those individuals who received

agenda-setting questions first and those who received priming questions first.

    The findings indicated a significant result for individuals who received either health

care or offshore drilling. For individuals receiving the agenda-setting questions first,

presentation styles predicted the dependent variable (see Table 9). Individuals in the hard

news condition who answered the agenda-setting questions first cited the issues more than

those in the entertainment news condition. The relationship was not significant for those individuals who received the priming questions first (see Table 10).

Second-level agenda-setting effects. A hierarchical multiple linear regression analysis was performed to evaluate how well the key variables predicted the number of attributes individuals associated when they were asked both why they listed an issue as the most important problem facing the nation and their overall impressions of the issues they received. The full combination of issues was tested first. Demographic variables (political party affiliation and media use) were entered in the first block of the regression model. In the second block the main effects of presentation style and attitude were entered. In the third block the interaction was entered between presentation style and attitude. A significant main effect of presentation style would support Hypothesis 2 that presentation style (entertainment versus hard news) would yield more acceptance of attributes associated with the issues. A significant main effect of attitude congruence would support Hypothesis 5 that individuals with a congruent attitude toward the information in the news story would exhibit more acceptance of the attributes associated with the issue. A significant interaction between presentation style and attitude congruence would address Research Question 1, regarding how presentation and attitude might combine to influence acceptance of the attributes associated with the issues.

In the analysis when all of the issues were combined, presentation style failed to predict if individuals would list more attributes when asked about the most important problem (see Table 11), as well as list more attributes when asked about their impressions of the issues (see Table 12). The two dependent variables also failed to regress significantly onto attitude congruence. Attitude also did not interact with presentation style for those who

received all the issues combined. Therefore, the hypotheses for second-level agenda setting were not supported when looking across all stories.

For health care and offshore drilling combined (excluding immigration), analyses were conducted using the same configuration as described for all issues combined. In this analysis, presentation style failed to predict the dependent variable for individuals who received either health care or offshore drilling. Presentation style failed to predict how individuals associated attributes with the most important issue (see Table 13), as well as attributes associated with the impression of issues (see Table 14). Attitude congruence was not a significant predictor, as well. Presentation style and attitude congruence also did not interact to predict the dependent variable. Therefore, there was no support for Hypothesis 2 or Hypothesis 5.

When only immigration was analyzed, the control variables were eliminated from the analysis for immigration alone because of the small sample size ($n = 26$) and the probability that too many variables might saturate the model. Therefore, the main effects were entered into the first block and the interaction was entered in the second block. Neither presentation style nor attitude congruence were significant main predictors in this model, therefore, there was no support for the hypotheses.

However, there was a significant interaction between presentation and attitude congruency for those who listed attributes of the issues for the most important problem (see Table 15), addressing the research question. Those who had a more congruent attitude toward the information contained in the immigration story listed more attributes of the issue when they received the entertainment news than individuals in the hard news condition. Individuals who were more incongruent with the information contained in the immigration

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story listed less of the attributes of the issue when they received the entertainment news, but more likely in the hard news condition (see Figure 2). No interaction existed for the number of attributes individuals listed when they were asked about their impressions of the immigration story (see Table 16).

Priming effects. A hierarchical multiple linear regression analysis was performed to evaluate how well the key variables predicted the overall evaluations of both former President Bush and current President Obama. The full combination of issues was tested first. Demographic variables (political party affiliation and media use) were entered in the first block of the regression model. In the second block, the main effects of presentation style, attitude, and issue approval were entered. In the third block, the two-way interaction was entered between presentation style and attitude, presentation style and issue approval, and attitude and issue approval. In the fourth block, the three-way interaction was entered among presentation style, attitude, and issue approval. A significant two-way interaction effect between presentation style and issue approval would support Hypothesis 3 that presentation style (entertainment versus hard news) would prime individuals in their overall evaluations. A significant two-way interaction effect between attitude and issue approval would support Hypothesis 6 that individuals with a congruent attitude toward the information in the news story would be primed in their overall evaluations. A significant three-way interaction between presentation style, attitude congruence, and issue approval would address Research Question 2, regarding how presentation, attitude, and issue approval might combine to influence the overall evaluations of the political leaders.

In the analysis when all of the issues were combined, the two-way interaction between presentation style and issue approval failed to predict individuals' overall evaluation

of President Bush (see Table 17), as well President Obama (see Table 18). The two dependent variables also failed to regress significantly onto the two-way interaction between attitude and issue approval. Attitude also did not interact with presentation style for those who received all the issues combined. Therefore, the hypotheses for priming were not supported when looking across all stories.

For health care and offshore drilling combined (excluding immigration), analyses were conducted using the same configuration as described for all issues combined. In this analysis, the two-way interaction between presentation style and issue approval predicted individuals' evaluations overall of President Bush (see Table 19). Individuals who had a more positive view of President Bush were more primed by the hard news in their overall evaluation of the former president; but, less primed when they received entertainment news. Individuals who had a negative view toward the former president were more primed by the entertainment news than the hard news (see Figure 3). For the overall evaluations of President Obama, the two-way interaction between presentation style and issue approval failed to predict the dependent variable (see Table 20). The two-way interaction between attitude congruence and issue approval was not a significant predictor of the dependent variables of overall approval of Bush and overall approval of Obama. Therefore, there was no support for Hypothesis 3 or Hypothesis 6.

The findings indicated a significant three-way interaction among presentation style, attitude, and issue approval on the overall approval of Obama (see Table 20). Individuals in the hard news condition were primed by health care or offshore drilling regardless of whether they had a congruent or incongruent attitude with the information. However, individuals who had an incongruent attitude appeared primed similarly by both the hard news and

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entertainment news. Individuals who had a congruent attitude, however, were primed by either issue when they received the hard news as compared to the entertainment news (see Figure 4). This finding successfully addressed the research question.

When only immigration was analyzed, the control variables were eliminated from the analysis for immigration alone because of the small sample size ($n = 26$) and the probability that too many variables might saturate the model. Therefore, the main effects were entered into the first block and the two-way interactions were entered in the second block. In the third block, the three-way interaction was entered. Neither the two-way interaction between presentation style and issue approval nor attitude congruence and issue approval were significant predictors in these models for overall approval of Bush (see Table 21) and Obama (see Table 22), therefore, there was no support for the hypotheses.

The results indicated that there was a three-way interaction with presentation, attitude, and issue approval on the overall approval of Obama, addressing the research question (see Table 22). Individuals in the entertainment condition and who had a congruent attitude toward the information were primed by the immigration issue in their overall evaluation of Obama than individuals who received hard news. However, individuals in the hard news condition who had an incongruent attitude toward the information were primed by the immigration issue in their overall evaluation of Obama than individuals in the entertainment condition (see Figure 5).

Priming as affected by order of measure. The data also were analyzed by splitting participants into two groups: those who received agenda-setting questions first and those who received priming questions first. Separate regression analyses for each of the two groups were conducted using participants exposed to all the issues or those exposed to only health

care or offshore drilling. Those who received immigration only were eliminated from the analysis because of the smaller sample size (agenda-setting questions first $n = 15$; priming questions first $n = 11$). Individuals exposed to either health care or offshore drilling failed to predict the dependent variable when investigating for those individuals who received agenda-setting questions first and those who received priming questions first.

The findings indicated a significant result for individuals who received all issues and their overall approval of Obama. For individuals receiving the priming questions first, there was a significant three-way interaction among presentation style, attitude, and issue approval (see Table 23). Participants in the hard news condition were primed by the issue they received when they had a congruent attitude toward the information. The more incongruent the attitude the individual had, the less they were primed by the issue they received when they received hard news (see Figure 6). Individuals who received the entertainment news story were primed by the information when they had a congruent and incongruent attitude with the information than individuals in the hard news condition. The relationship was not significant for those individuals who received the agenda-setting questions first (see Table 24).

The main findings that address the primary hypotheses and research questions are briefly described in a summary table (Table 25). This summary table includes the findings for first- and second-level agenda setting and priming, with respect to the proposed main effects of presentation style and attitude congruence, in addition to the interaction between presentation and congruence.

CHAPTER 9

DISCUSSION

From programs such as *Saturday Night Live* to Comedy Central's *The Daily Show* and *The Colbert Report*, scholars have given evidence that entertainment news programs influence public opinion via agenda setting and priming. In the past decade, more young people have been tuning into these programs to be entertained, but are also taking away information presented in these programs (Kohut, 2004, 2007). The current study assessed how college-aged viewers are influenced by information presented as traditional hard news, like one might see on CNN, versus entertainment news, like one might see on *The Daily Show*.

Some scholars have posited that entertainment programs are influential because individuals feel more positive toward the information contained in the enjoyable programs; therefore, people fail to counter argue against points made in an entertaining news format. Other scholars have contended that individuals tend to discount information presented in an entertainment format, because they dismiss the information. Because of the contradictory findings seen within the research, the current study presented competing hypotheses about which presentation style (entertainment versus hard news) would most affect agenda setting and priming.

In addition, individuals' pre-existing attitude was taken into account, the idea being that individuals with a congruent attitude toward the information presented in the news story

would be more influenced by agenda-setting and priming effects. Finally, the study explored if, in fact, entertainment news might be more influential than hard news for those individuals who held incongruent attitudes with the news story's position, due to the individuals' more relaxed treatment of the entertainment stories. Due to the competing findings in the literature on entertainment influence, it was unclear as to what entertainment and hard news would yield for those who were in agreement with the story treatment.

The results indicated that individuals reacted differently to the issues with regard to the agenda-setting effects, both first and second level. Individuals who received the immigration entertainment news story exhibited more first-level and second-level agenda setting effects when they had a congruent attitude with the story. Individuals who received the immigration hard news story exhibited less first-level and second-level agenda setting effects when they had a congruent attitude with the story. Individuals who received the health care or offshore drilling stories were more susceptible to first-level, but not second-level, agenda setting effects when they received the hard news story, regardless of existing attitudes.

The results also indicated that individuals reacted differently to the issues with regard to the priming effect. Individuals who received the hard news immigration story were used immigration more in their overall evaluations of Obama when they agreed with the story treatment. Individuals who had an incongruent attitude toward the information, however, were more primed when they received the entertainment news story. Individuals who received the health care or offshore drilling news stories used those issues more in their overall evaluation of Obama when they agreed with the story treatment and received the hard

news story. Apparently, when they did not agree with the story, individuals were not primed differently based on the presentation style of the information.

Only individuals who received health care or offshore drilling news stories used more of those issues in their overall evaluation of Bush. The findings suggest that individuals who received hard news and were more positive in their evaluations of him on health care or offshore drilling were primed to use that evaluation in their overall evaluation of him as former president than those who received entertainment news.

With regard to demographic variables, political party affiliation and media use did predict some of the dependent variables. For example, Republicans rated former President Bush, a Republican, more positively than individuals who had other political party affiliations. Individuals who rated President Bush more positively also relied less on the media for information. The opposite findings occurred for overall approval of Obama. Republicans rated the current Democratic president more negatively; but those who relied on the media rated him more positively. Other demographic variables failed to predict the dependent variables.

Another interesting finding occurred when the data were analyzed for individuals who received agenda-questions first versus those who received the priming questions first. Individuals were more susceptible to first-level agenda setting effects when they answered the agenda-setting questions first. Conversely, individuals were primed by the hard news story when they answered the priming questions first.

Reconsidering the extant literature, scholars have argued that individuals must consider an issue important for them to accept the media's agenda. If an issue is not considered important by the individuals, they often fail to accept the media's agenda

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(Dearing & Rogers, 1996; McCombs, 2004). The results from this study corroborate this view, at least for those individuals who received either the health care or offshore drilling news stories. Individuals who heard the hard news story saw the issue as more problematic in society than those who heard the entertainment version. In fact, by making fun of the issue, the entertainment condition may have indicated to individuals that the issue was not a serious problem. Individuals may have dismissed the information more when presented in an entertainment format rather than as hard news (Nabi, et al., 2007). Therefore, those who received the non-humorous information considered the information more pressing than those who received the issue embedded in a humorous context.

When it came to the second-level of agenda setting, presentation style failed to predict the number of attributes individuals associated with when they discussed either health care or offshore drilling. The outcome may be explained by a recent survey completed by the Pew Research Center for People & the Press (2007). The survey found that individuals who watched entertainment programs, specifically *The Daily Show* and *The Colbert Report*, had more political knowledge than those individuals who relied on FOX News or online sources for information. Scholars indicated that individuals who watched entertainment news programs could obtain information similar to information obtained from traditional news programs, such as CNN or MSNBC. The results in this study are comparable in that individuals apparently accepted the attributes associated with the entertainment news program similarly to the attributes associated with the hard news program. The participants in the entertainment news condition apparently obtained the same amount of information from the news stories as those participants in the hard news condition.

As indicated, though, not all issues showed the same results. When individuals received the entertainment version of the immigration news story, they cited the issue or listed attributes associated with the issue more when they had a congruent attitude toward the information. However, they failed to cite the issue or list the attributes associated with the issue when their attitudes were incongruent with the entertainment version. Individuals in the hard news condition reacted in an opposite fashion than those in the entertainment condition. Perhaps these findings indicate that individuals with an incongruent attitude were more inclined to worry about the issue when they received the information as serious (hard) news rather than entertaining news. Therefore, these individuals easily discounted the entertaining information but paid attention, and perhaps learned from, the hard news.

Taken together, the results for each issue appear somewhat problematic for agenda-setting research. First, one would expect that since individuals in the hard news condition cited either health care or offshore drilling when they received it, that similar findings would occur for those in the immigration condition. Unfortunately, the results cannot explain the different reaction.

However, it has already been argued that not all issues in the media have the same ability to set the public's agenda. Everyone does not automatically discuss an issue because the media discusses that issue. For example, obtrusive issues are more likely to influence the agenda of an individual if those issues are obtrusive in his or her own life. In this case, for instance, immigration is more prevalent for individuals living in North Carolina than for individuals from other areas, such as Wyoming. Participants attend school in Chapel Hill which, like other areas in North Carolina, has a large immigrant population. Recent press coverage has discussed how the rising number of immigrants has led to an expansion of local

schools (Maguire, 2006). Health care and offshore drilling are not as salient because the participants in this study are younger, less likely to have health problems, and do not live in a state where offshore drilling is a major issue. However, the results alone cannot pinpoint whether individuals felt immigration was more obtrusive than the other issues presented.

An important finding occurred with the manipulation check. Individuals who received the entertainment news story found the story more entertaining than those who received the hard news story. The same could not be said for individuals who received the health care or offshore drilling story. The individuals found no difference between hard news and entertainment news when taking into account the entertainment scale. Therefore, individuals who received the immigration story were more entertained by the entertainment story. That may be one reason for the difference in how individuals responded to the issues.

Another issue with the findings is that individuals did not react to first-level and second-level agenda setting similarly when they received health care or offshore drilling. The findings for second-level agenda setting imply that individuals learned information from both the entertainment news program and the hard news program. Individuals accepted the attributes similarly from both formats. The findings show that young people, at least, do not greatly differentiate between traditional hard news from entertainment news programs. Young people, apparently, see value in the information they obtain from entertainment news programs. Yet, for the same issues, they cited those issues as major problems facing the nation when they received hard news.

Could issues and attributes of issues have different underlying mechanisms that make them more salient to the public?   Findings may indicate different underlying mechanisms in that individuals had to receive the more serious story in order to consider something more of

a problem facing the nation. On the other hand, individuals may not have to consider the

seriousness of the information for them to accept the attributes. What the findings may imply

is that individuals do not care how they receive the information in their overall acceptance of

the attributes within an issue. They, however, do care about how serious the information is

presented when thinking about a major problem.

Agenda setting scholars have argued that a key factor that allows agenda setting to

occur is the idea that the issue is accessible in the individual's memory. Miller and her

colleagues (2000, 2007) contend that other factors play a role in this relationship between the

public's agenda and the media's agenda. The findings here suggest that presentation style

also plays a role in the process, but not always consistently. Individuals may learn similarly

from the information, despite different presentation styles; but, for certain issues they have to

take that issue seriously in order to think about that issue as a major problem. If accessibility

had been a major underlying factor for both first-level and second-level agenda-setting

effects, the results would have indicated similar findings. Instead, the results have indicated

that more research needs to investigate not only how first-level and second-level agenda

setting are similar, but how they are different. Research also needs to investigate what

factors play a role in the relationship between the public's agenda and the media's agenda.

With regard to priming specifically, the current study did not support the idea that

presentation style moderates priming effects on overall evaluations of political leaders.

Rather, the results are aligned with the findings of other priming studies that show any type

of media, from video games and comic books to news stories and news articles (Slater &

Rouner, 2002); have the ability to prime individuals. This study shows that individuals were

equally primed by the entertainment news and the hard news. Individuals in the

entertainment news condition, despite hearing numerous humorous comments, failed to discount the information contained in the story (Nabi, et al., 2007); but not so much so that they were influenced more by the entertainment news than people who received the hard news story.

Priming did vary by the target of the evaluation, however. Other scholars have shown that it is easier for the news media to prime individuals for less known political leaders than for more familiar political leaders (Moy, Xenos, & Hess, 2006). Individuals may have felt that they have known Bush for more than eight years and they already have formed an opinion about him. Therefore, it was easier for the news stories to prime individuals in their evaluation of Obama than Bush. The findings of this study support this view. Whereas the findings for evaluations of former President Bush did not support the hypotheses and suggest presentation and attitudes do not influence the priming effect for most of the time, results for Obama suggest presentation and attitude do matter.

A three-way interaction was present among presentation, attitude, and approval rating on their overall approval rating of Obama for health care and offshore drilling combined, as well as for immigration alone. Although the patterns are somewhat different based on issue, the findings overall suggest that hard news provides the more effective prime when the individual's attitudes are highly congruent with the story treatment.

One surprising finding concerns the idea that individuals must consider an issue important for it to prime them in their overall evaluations (Miller & Krosnick, 2000). With regard to the current study, individuals who received the agenda-setting questions first should have been primed more than individuals who received the priming questions first because individuals would have to consider the importance of the information when they received the

agenda-setting questions first. The results indicated opposite findings in that those who

answered the agenda-setting questions first failed to show any significant interactions, while

those who received the priming questions first showed a significant three-way interaction

among presentation, attitude, and issue approval on the overall approval of Obama.   One

explanation could be that priming relies on the recency of the prime; therefore, the news

stories lost the ability to prime individuals when they were asked to think about their

responses to the agenda-setting questions first.

Also consistent with the idea of recency, participants who received the agenda-setting

questions first cited health care and offshore drilling when they received that issue in the hard

news condition. This effect was not seen when the individuals received the priming

questions first. On one hand, the individuals who received the priming questions first may

have been primed to think about other issues rather than health care or offshore drilling. For

example, the priming questions asked individuals their evaluation of Bush and Obama on the

economy. Many of the individuals in the experiment listed the economy as the number-one

issue. On the other hand, the effect of the agenda setting might simply have worn off by the

time individuals got to the agenda-setting questions.

Another consideration is the factors that help explain agenda setting and priming.

Scholars (Miller & Krosnick, 2000; Miller, 2007) argued that agenda setting and priming

were not only the result of accessibility. They argued that other factors influence agenda

setting and priming, such as the content of the information. Overall, the results give some

support for their argument in that presentation style did influence the agenda-setting and

priming effect; however, the results were not consistent. More specifically, individuals who

received health care or offshore drilling stories reacted differently to those issues as

compared to individuals who received the immigration story. However, when investigating how issues reacted generally across both agenda setting and priming, the issues reacted similarly in those cases. In other words, individuals reacted similarly to their responses on agenda setting and priming when they received the health care and offshore drilling news stories. Individuals also reacted similarly in their responses to the agenda-setting and priming questions when they received the immigration news story. This pattern shows that agenda setting and priming are similar, in that they are both susceptible to presentation style.

Overall, the study shows some promising findings for future research. The findings suggest that individuals react differently to different issues. Certain issues presented in a hard news format may influence individuals more than certain issues presented in an entertainment news format. Individuals responded positively to the entertainment news reporting on an immigration story when they had a congruent attitude. When they had an incongruent attitude, they felt positive toward the hard news. Opposite findings occurred for health care and offshore drilling. This means that attitude congruency does interact with presentation style on some issues. Those with a congruent attitude may be more willing to accept the entertainment news because they find the humorous information more entertaining. Those with an incongruent attitude may be more willing to accept the hard news because they discount the entertainment news.

More research is necessary to investigate the relationship between presentation style and its effect on agenda setting and priming, since the results revealed that individuals did not react similarly to every issue. Are there certain issues that people consider inappropriate material for jokes and, therefore, hard news would be more successful at influencing public opinion? Are there certain issues in which entertainment would yield more of an influence

on the agenda-setting and priming effects? Are there certain issues in which hard news

would yield more of an influence on the agenda-setting and priming effects? And why do

individuals react differently to issues based on how the issues were presented? While this

study is evidence in supporting that presentation style does influence agenda setting and

priming, future researchers in the field should explore more fully why this occurs, as well as

how individuals react differently to issues.

Limitations

Despite the promising results of the study, there were several limitations. The most

important limitation was the sample size. The experiment had a low number of participants

in the experimental condition ($n = 72$), as compared to the control condition ($n = 78$).   When

the data had to be analyzed by eliminating one of the three issues, immigration, the

experimental condition had only 46 participants. The immigration condition had fewer

participants ($n = 26$). The experiment should have had more participants, especially those in

health care or offshore drilling, the two issues that were combined to test the agenda-setting

hypotheses and research questions.

Another limitation was the inflated Type I error possibilities by testing all the

hypotheses and research questions at the .05 level. Type I error occurs when the null

hypothesis is rejected but it is true. In other words the study showed statistical evidence that

was not there. By testing all the hypotheses and research questions at the .05 level, the

results may have indicated an inflated Type I error.

Another limitation was the reliance on college students. Some scholars have argued

against using college students for research because the results cannot be generalized to the

population. But in this case, use of a homogenous college-age sample assisted in the overall

examination of the hypotheses and research questions. Diddi and LaRose (2006) argued that some research has to focus on college students, or as the authors refer to them as members of the "Internet generation." Since the experiment included streaming audio, online questionnaires, and a Sudoku puzzle obtained online, using college students who have access to the Internet and often use the Internet for their class work made the results more generalizable to the Internet population.

Additionally, the Pew Research Center (Kohut, 2004, 2007) reports that young people, those 18 to 34 years of age, often turn to entertainment programs for political information. For example, young people turn to programs such as *Saturday Night Live*, *The Daily Show*, or *The Colbert Report* for information on what is happening in the nation. This study, therefore, benefited from using college students. The results cannot be generalizable to other population groups, and that can be a limitation to this study. Scholars cannot determine how other age groups, such as middle-aged or older adults, may perceive the presentation style. The experiment may have been better if participants could have been broken up into different age groups. Comparing different age groups would make the results more robust in explaining how entertainment news influenced not only young viewers, but viewers of all ages. But the use of this group sufficiently represented younger people who often have used the Internet for more than just surfing online, as well as those who have used entertainment news programs to obtain information.

Another limitation was the different findings associated with immigration, as compared to those in health care or offshore drilling. The individuals who received health care or offshore drilling responded similarly to the issues. Those who received immigration apparently responded differently to the information. The results, therefore, were different

based on what issue they received. More research needs to be done into the finding to determine why individuals responded differently to immigration than health care or offshore drilling.

Another limitation of the study was the way attributes were measured. The attributes were not so unusual that individuals still could indicate those attributes even if they failed to receive the news story with a particular issue. In other words, the attributes were very common, making gauging them more difficult. Another limitation of the way attributes were measured was the reliance on open-ended responses. Other scholars often use open-ended responses to gauge the second-level agenda setting effects. Oftentimes, though, open-ended responses are harder to measure than close-ended responses. Future studies could include more close-ended responses to determine how individuals responded to the attributes of issues. For example, one measure could gauge their overall tone of the news stories by asking close-ended responses on their opinion toward both the news story itself, and the proposal being discussed in the news story. These measures would better gauge the substantive attributes, instead of just gauging cognitive attributes.

Another limitation was the failure to ask participants their consumption of humorous content. Participants were not asked specifically if they consumed humorous content, most notably, if they consumed content such as *The Daily Show* or *The Colbert Report*. The consumption of humorous content could have influenced the results, in that individuals who reported using more humorous content may have responded more positively to the entertainment news stories than individuals who reported relying less on humorous content.

Another limitation was the attitude congruency measures. Although the measures attempted to obtain whether individuals were congruent with the information in the news

stories, the measures were two-sided. For example, individuals who answered that the

government should provide health care to individuals may have liked the idea of companies

providing health care. To combat this problem, the attitude congruency measures could be

asked after the exposure to the issues. Individuals could be asked whether they agreed with

how the announcer in the news story relayed the information about the proposal. Individuals

also could be asked whether they agreed with the proposal being discussed in the story, to

better gauge their attitude congruency toward the proposal. The questions may better

measure attitude congruency.

Despite these limitations, the study showed an overall relationship between

presentation style and individuals' acceptance of the media's agenda, acceptance of the

attributes, and the ability of the media to prime individuals in their evaluations of political

leaders.

CHAPTER 10

CONCLUSION

Findings

Younger viewers are tuning into alternative news programs for information. We have seen a rise in audiences using soft news programs, such as talk shows, or entertainment news programs, such as *The Daily Show* or *The Colbert Report*, in their analysis of political leaders and events. The news media struggle with this, as they lose audiences to more entertaining programs; therefore, the news media have attempted to incorporate entertainment into their traditional news programs. Since the inception of entertainment news programs, scholars have focused more research in determining how individuals respond to these programs. Do they respond to these programs similar to other tradition news programs? Or do they respond differently to these programs?

The results here indicate that the presentation of the information does influence how important individuals think issues are when considering what is the most important problem facing the nation. Individuals who are exposed to hard news may believe that the issue is more important of a problem than those exposed to entertainment news. Individuals dismissed the issue when they received that issue in an entertainment format. The results, therefore, indicate that hard news does have more of an influence on what issues individuals consider important, but that depends on the issue itself. Some individuals respond to the entertainment news program more positively with certain issues than they do with hard news.

More research is needed to figure out what issues, and why individuals respond to these issues differently to better determine how the media should present certain issues in order to indicate to the populous the important nature of those issues.

The results, though, indicate no difference in the presentation of the information for how many attributes individuals think about when discussing an issue. Also, for the most part, individuals are not primed differently by different presentations of information, at least when the information is presented as either traditional hard news or entertainment news. Although the results showed few significant findings, I would argue the findings are significant in that individuals do not perceive entertainment news differently than hard news. Individuals appear to not perceive entertainment news differently when thinking about attributes associated with issues. Individuals obtain information from entertainment news stories like they would from hard news stories. Individuals also are not primed differently based on the presentation of the information. In other words, entertainment news programs can prime individuals to evaluate their political leaders or events based on an issue just as hard news programs.

That means that traditional news programs do not have a monopoly on informing individuals about the current political environment. Journalists need to realize that young people want to be entertained, as well as informed. The news of yesteryear no longer appeals to the younger generation. Although *The Daily Show* and *The Colbert Report* are considered fake news, individuals still consider them news. Maybe if more news programs incorporate humor into their reporting, they would draw larger audiences. But for issues that are important, journalists need to convey this to their audience by eliminating the humor, or individuals may discount the issue as a major problem in the nation.

In addition, news consumers must remain vigilant in their acceptance of information. Although they may watch programs for pure enjoyment, they must understand that these programs do influence their thinking. Although those involved in the production of *The Daily Show* and *The Colbert Report* consider themselves fake news, individuals still respond to these programs. They still take information from them. News consumers are not mindless zombies who accept information that they receive. Rather, they are smart consumers that use information to their own advantage. In fact, their attitude does interact with presentation to influence the agenda-setting and priming effects.

Although attitude-message congruence did not appear to associate with agenda setting or priming on its own, congruence did interact with the presentation style to influence the effects. Most of the results showed that individuals in the hard news condition who had a congruent attitude were more likely primed by the information they received in their evaluations of the current president. Perhaps those who had a congruent attitude felt the information was showing that their opinions were valid, and so those who received the hard news took the information seriously. Despite the findings, though, more research is needed to determine the true relationship among agenda setting and priming and presentation style.

Future Studies

In thinking about attitudes and overall belief systems, future research could investigate how political cynicism and political efficacy affect participants' acceptance of the information based on how the information was presented. Political cynicism refers to people's lack of confidence in and feelings of distrust in their political system. Political efficacy refers to the feelings that people have in their own ability to know what is happening in their political environment, as well as the feeling that their votes count in affecting

changes. Will individuals who are more cynical relate better to the entertainment story because they find it as more in line with their own cynical beliefs, or will individuals who are more cynical relate better to hard news stories because they find them more of an attack on political leaders? More research needs to be developed to determine what outcomes an experiment may see when investigating how political cynicism and political efficacy may interact with the presentation style.

Another future study can investigate if individuals perceive presentation style differently based on what issue they received. Initial analyses in this study found that individuals in the immigration condition reacted differently to the information than those in the health care or offshore drilling condition. Future research could investigate this more fully by asking more questions directly related to the actual issue they received, as well as having participants answer questions about what they remembered in the news stories. The results may have been because individuals' remember the stories differently. By remembering the stories differently, individuals might have responded to the stories differently.

Future research is also needed to better understand the role presentation plays in the agenda-setting and priming effects. If individuals respond differently to the presentation based on the issues, scholars need to better grasp what issues are affected by being presented as hard news and what issues are affected by being presented as entertainment news. As more young people turn to alternative sources for information, scholars need to understand how these alternative channels of information affect public opinion via agenda setting and priming. As we look to the future, we can see more entertainment news programs shaping our world, and now, our next step is why.

TABLES

Table 1

Descriptive Statistics of Continuous Variables

	M	*SD*	*Range*	*Skewness*	*Kurtosis*
Political Leaning	3.17	1.04	4	-.08	-.78
Days per week use Media	5.77	2.05	8	-.36	-1.18
Attitude toward Health care.*	7.37	2.95	10	-.58	-.62
Attitude toward Immigration*.	5.35	2.86	10	.21	-.93
Attitude toward offshore drilling.*	5.11	2.55	10	.14	-.34
Newsworthiness scale	3.24	3.24	10	.33	-1.65
Entertainment scale	2.21	2.21	10	1.02	-.29
Overall approval (Bush)**	3.22	.71	4	.04	-.65
Handled health care (Bush)**	2.31	1.00	4	.22	-.99
Handled immigration (Bush)**	2.70	1.09	4	.02	-.66
Handled offshore drilling (Bush)**	2.63	.78	4	-.72	.10
Overall approval (Obama)**	4.31	.57	4	-1.05	1.12
Handled health care (Obama)**	3.71	1.25	4	-.72	-.56
Handled immigration (Obama)**	3.54	1.08	4	-.54	-.20
Handled offshore drilling (Obama)**	3.57	.99	4	-.12	-.42
Attributes of Health care (MIP)	.66	.79	2.67	.64	-1.12
Attributes of Immigration (MIP)	.19	.46	2.00	2.39	4.82
Attributes of Offshore drilling (MIP)	.17	.48	2.33	2.79	6.61
Attributes of Health care (Impressions)	.17	.52	2.67	3.09	8.64
Attributes of Immigration (Impressions)	.15	.42	2.00	2.79	7.04
Attributes of Offshore drilling (Impressions)	.09	.39	3.00	5.00	28.04

Note: *Political leaning is based on a five-point scale (1 = strongly conservative, 5 = strongly liberal). Days per Week use Media is based on an eight-point scale (1 = 0 days, 8 = 7 days). Attitude measures are based on an 11-point scale (1 = strongly disagree, 11 = strongly agree). Neworthiness/Entertainment scale are based on an 11-point scale (1 = strongly disagree, 11 = strongly agree). The approval rating of the presidents are based on a five-point scale (1 = strongly approve, very knowledgeable, very competent, had integrity, was a moral leader, and very good; 5 = strongly disapprove, not very knowledgeable, not very competent, no integrity, immoral leader, and very bad). The overall approval rating was developed by taking the average the sum of five statements: handled the country, was knowledgeable, competent, had integrity, and was a moral leader. Attribute measures are based on a five-point scale (0 = no attributes, 4 = 7 to 8 attributes). (*n* = 150)

Table 2

Exploratory Factor Analysis Showing the Factor Loadings for the Analysis of

the Approval Rating of Former President George W. Bush

	Overall Approval of Bush
Handled the country	.86
Knowledgeable about issues	.69
Competent in his handling of issues	.85
Integrity	.75
Moral leader	.76
Eigen value	6.37
Variance	57.94

Note: The KMO indicated that the approval rating of former President Bush was factorable (*KMO* = .91). A Principal Axis Analysis was completed that showed the 5 approval rating statements loaded strongly on one factor (*n* = 150).

Table 3

Exploratory Factor Analysis Showing the Factor Loadings for the Analysis of the Approval Rating of Current President Barack Obama

	Overall Approval of Obama
Handled the country	.82
Knowledgeable about issues	.47
Competent in his handling of issues	.73
Integrity	.75
Moral leader	.69
Eigen value	6.09
Variance	55.33

Note: The KMO indicated that the approval rating of current President Obama was factorable ($KMO = .89$). A Principal Axis Analysis was completed that showed the 5 approval rating statements loaded strongly on one factor ($n = 150$).

Table 4

Exploratory Factor Analysis Showing the Factor Loadings of Participants' Reaction to the Three Issue Stories of Health Care, Immigration, or Offshore Drilling

		Newsworthiness	Entertainment
Issue News Story			
	Informative	.68	.10
	Exaggerated	-.19	.28
	Amusing	.10	.92
	Authentic	.82	.20
	Hilarious	-.02	.85
	Enjoyable	.31	.86
	Credible	.88	.00
	Entertaining	.32	.87
	Seemed real to me	.88	.04
	Newsworthy	.87	.08
Eigen value		4.61	2.78
Variance		46.08	27.79

Note: An exploratory factor analysis was done using Principal Axis factor analysis with Varimax rotation (*KMO* = .83). The analysis indicates that the measures of the reaction of participants' to each news story had two distinct factor loadings. The first combined informative, authentic, credible, seemed real to me, and newsworthy, known as the Newsworthiness Scale. The second combined amusing, hilarious, enjoyable, and entertaining, known as the Entertainment Scale. The measure exaggerated failed to have a factor loading above .5 and was eliminated from future analysis. (*n* = 150)

Table 5

Correlation Matrix of Independent Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Party Id (Republican)	1.0														
2. Party Id (Democrats)	-.55*	1.0													
3. Newspaper Use	.01	-.02	1.0												
4. TV/Radio Use	.09	-.07	-.25*	1.0											
5. Internet Use	-.07	.10	-.51*	-.67*	1.0										
6. Attitude toward Health care	.56*	-.44*	.03	.08	-.12	1.0									
7. Attitude toward Immigration	-.30*	.23*	.01	-.05	.04	-.31*	1.0								
8. Attitude toward Offshore drilling	-.24*	.19*	.02	.07	-.05	-.25*	.10	1.0							
9. Approval of Bush (Health care)	.60*	-.56*	.02	.06	-.08	.65*	-.31*	-.37*	1.0						
10. Approval of Bush (Immigration)	.35*	-.33*	-.02	.01	-.01	.41*	-.47*	-.20*	.49*	1.0					
11. Approval of Bush (Offshore drilling)	.40*	-.35*	.01	.07	-.09	.33*	-.13	-.55*	.48*	.34*	1.0				
12. Approval of Obama (Health care)	-.51*	.50*	-.04	-.09	.13	-.69*	.36*	.33*	-.63*	-.39*	-.35*	1.0			
13. Approval of Obama (Immigration)	-.45*	.41*	-.02	-.08	.09	-.47*	.46*	.27*	-.44*	-.46*	-.38*	.60*	1.0		
14. Approval of Obama (Offshore drilling)	-.38*	.42*	-.05	-.05	.12	-.47*	.19*	.38*	-.49*	-.35*	-.54*	.62*	.65*	1.0	

Note: *$p<.05$

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Table 6

Logistic Regression Analysis for Variables Predicting Participants Mentioning Any Issue as the Most Important Problem When They Received That Issue

Independent Variables	Model 1			Model Statistics Model 2			Model 3		
	B	$SE\ B$	e^B	B	$SE\ B$	e^B	B	$SE\ B$	e^B
Block 1									
Republican	1.06	.73	2.89	1.04	.74	2.84	1.06	.74	2.87
Democrats	.59	.70	1.81	.55	.71	1.73	.51	.72	1.67
Newspaper	-21.49	40192.93	.00	-22.31	40193.11	.00	-22.04	40193.22	.00
TV/Radio	-22.93	40192.93	.00	-23.86	40193.11	.00	-23.55	40193.22	.00
Internet	-22.15	40192.93	.00	-23.02	40193.11	.00	22.67	40193.22	.00
Constant	21.20	40192.93	2E+009						
χ^2 (df)		3.15 (8)							
Percentage Correct		63.9%							
Block 2									
Presentation				-.68	.52	.51	-.67	.52	.51
Attitude				-.103	.10	.90	-.15	.13	.86
Constant				22.43	40193.11	6E+.009			
χ^2 (df)					9.05 (8)				
Percentage Correct					66.7%				
Block 3									
Presentation * Attitude							.11	.21	1.11
Constant							22.12	40193.22	4E+009
χ^2 (df)								8.38 (8)	
Percentage Correct								68.1%	

Note: Block 1: Nagelkerke R^2 = .13. Block 2: Nagelkerke R^2 = .17. Block 3: Nagelkerke R^2 = .18. Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite the issue that they received as the most important problem (centered) (0 = no, 1 = yes) to answer Hypothesis 1, Hypothesis 4, and Research Question 1. *p < .05, ^{a}p <. 10. (n = 72).

Table 7

Logistic Regression Analysis for Variables Predicting Participants Mentioning Either Health Care or Offshore Drilling as the Most Important Problem When They Received That Issue

Independent Variables	Model 1			Model Statistics Model 2			Model 3		
	B	$SE\ B$	e^B	B	$SE\ B$	e^B	B	$SE\ B$	e^B
Block 1									
Republican	.98	.95	2.66	.87	1.04	2.38	1.14	1.12	3.14
Democrats	.95	.88	1.58	.79	.71	2.19	1.42	1.07	4.12
Newspaper	-21.39	40193.06	.00	-22.01	40193.00	.00	-23.57	40193.00	.00
TV/Radio	-23.50	40193.06	.00	-24.64	40193.00	.00	-26.48	40193.00	.00
Internet	-21.67	40193.06	.00	-22.75	40193.00	.00	-24.48	40193.00	.00
Constant	21.20	40193.06	2E+009						
χ^2 (df)		2.82 (5)							
Percentage Correct		52.2%							
Block 2									
Presentation				-.1.66*	.76	.19	-1.72*	.82	.18
Attitude				-.07	.16	.93	-.34	.31	1.40
Constant				23.24	40193.00	1E+.009			
χ^2 (df)					5.92 (5)				
Percentage Correct					78.3%				
Block 3									
Presentation * Attitude							-.68	.40	.51
Constant							22.12	40193.00	6E+010
χ^2 (df)								10.21 (5)	
Percentage Correct								78.3%	

Note: Block 1: Nagelkerke R^2 = .28. Block 2: Nagelkerke R^2 = .41. Block 3: Nagelkerke R^2 = .48. Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite Health care or offshore drilling that they received as the most important problem (centered) (0 = no, 1 = yes) to answer Hypothesis 1, Hypothesis 4, and Research Question 1. *p < .05, [a]p <. 10. (n = 46)

Table 8

Logistic Regression Analysis for Variables Predicting Participants Mentioning

Immigration as the Most Important Problem When They Received That Issue

Independent Variables			Model Statistics			
	Model 1			Model 2		
	B	$SE\ B$	e^B	B	$SE\ B$	e^B
Block 1						
Presentation	-.69	.94	1.99	1.82	1.31	6.17
Attitude	-.09	.17	.92	-.68	.43	.51
Constant	-1.36	.65	.26			
χ^2 (df)		7.42 (6)				
Percentage Correct		73.1%				
Block 2						
Presentation * Attitude				1.10*	.53	2.99
Constant				-1.95	1.07	.14
χ^2 (df)					1.85 (5)	
Percentage Correct					76.9%	

Note: Block 1: Nagelkerke R^2 = .06. Block 2: Nagelkerke R^2 = .37. Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite immigration that they received as the most important problem (centered) (0 = no, 1 = yes) to answer Hypothesis 1, Hypothesis 4, and Research Question 1. *$p < .05$, [a]$p < .10$. (n = 26).

Table 9

Logistic Regression Analysis for Variables Predicting Participants Mentioning Health Care or Offshore Drilling as the Most Important Problem When They Received That Issue and Answered Agenda-Setting Questions First

Independent Variables	Model Statistics					
	Model 1			Model 2		
	B	*SE B*	e^B	*B*	*SE B*	e^B
Block 1						
Presentation	-1.86*	.94	.16	-1.88*	.95	.15
Attitude	.08	.17	1.08	.03	.25	1.03
Constant	.89	.70	2.41			
χ^2 (df)	6.81 (8)					
Percentage Correct	70.8%					
Block 2						
Presentation * Attitude				.08	.34	1.09
Constant				.86	.70	2.35
χ^2 (df)				6.81 (8)		
Percentage Correct				70.8%		

Note: Block 1: Nagelkerke R^2 = .22. Block 2: Nagelkerke R^2 = .23. Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite Health care or offshore drilling that they received as the most important problem (centered) (0 = no, 1 = yes) to answer Hypothesis 1, Hypothesis 4, and Research Question 1. *$p < .05$, [a]$p < .10$. ($n = 24$)

Table 10

Logistic Regression Analysis for Variables Predicting Participants Mentioning Health Care or Offshore Drilling as the Most Important Problem When They Received That Issue and Answered Priming Questions First

Independent Variables	Model Statistics					
	Model 1			Model 2		
	B	*SE B*	e^B	*B*	*SE B*	e^B
Block 1						
Presentation	-.96	.92	.38	-.80	1.05	.45
Attitude	-.15	.21	.86	.41	.51	1.51
Constant	.56	.63	1.75			
χ^2 (df)		9.44 (8)				
Percentage Correct		68.2%				
Block 2						
Presentation * Attitude				-.97	.63	.38
Constant				.70	.72	2.01
χ^2 (df)					5.83 (8)	
Percentage Correct					77.3%	

Note: Block 1: Nagelkerke R^2 = .31. Block 2: Nagelkerke R^2 = .31. Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite Health care or offshore drilling that they received as the most important problem (centered) (0 = no, 1 = yes) to answer Hypothesis 1, Hypothesis 4, and Research Question 1. *p < .05, [a]p <. 10. (*n* = 24)

Table 11

Regression Analysis for Variables Predicting Amount of Attributes about Any Issue That Participants

Mentioned Associated with the Most Important Problem Then They Received That Issue

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (SE B)	*β*	*B (SE B)*	*β*	*B (SE B)*	*β*
Block 1						
Republican	.49 (.25)[a]	.29	.47 (.25)[a]	.28	.47 (.25)[a]	.28
Democrat	.41 (.24)[a]	.26	.40 (.24)[a]	.25	.39 (.24)	.25
Newspaper	.68 (.82)	.29	.44 (.85)	.19	.51 (.87)	.21
TV/Radio	-.01 (.79)	-.01	-.25 (.82)	-.14	-.17 (.85)	-.10
Internet	.22 (.79)	.14	-.01 (.82)	-.01	.08 (.85)	.05
Block 2						
Presentation			-.10 (.18)	-.06	-.10 (.18)	-.07
Attitude			-.04 (.04)	-.12	-.05 (.05)	-.18
Block 3						
Presentation * Attitude					.03 (.07)	.07
	Adj. R^2 = .067		*ΔR^2* = .02		*ΔR^2* = .00	
	(*F*(5,66) = 2.02,		(*ΔF*(2,64) = .70,		(*ΔF*(1,63) = .17,	
	p = .087)		*p* = .501)		p = .678)	

Note: Block 3 R^2 = .15, F(8) = 1.43, p = .201. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent). Dependent variable is the number of attributes cited when individuals received that issue to answer Hypothesis 2, Hypothesis 5, and Research Question 1. *p<.05, [a]p<.10 (*n* = 72).

Table 12

Regression Analysis for Variables Predicting Amount of Attributes about Any Issue That Participants Mentioned Associated With Their Impressions of the News Story When They Received That Issue

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (*SE B*)	β	B (*SE B*)	β	B (*SE B*)	β
Block 1						
Republican	-.44 (.28)	-.25	-.48(.28)[a]	-.26	-.49 (.28)[a]	-27
Democrat	-.15 (.27)	-.09	-.17 (.26)	-.10	-.15(.27)	-.09
Newspaper	.04 (.92)	.02	-.37 (.94)	-.15	-.51 (.96)	-.20
TV/Radio	.31 (.89)	.17	-.09 (.91)	-.05	-.24 (.94)	-.13
Internet	.13 (.89)	.08	-.26 (.91)	-.15	-.44 (.94)	-.26
Block 2						
Presentation			-.17 (.20)	-.10	-.16 (.20)	-.10
Attitude			-.62 (.04)	-.20	-.03 (.06)	-.11
Block 3						
Presentation * Attitude					-.06 (.08)	-.13
	Adj. R^2=-.02		*ΔR^2*=.05		*ΔR^2*=.01	
	($F(5,66)$=.71,		($\Delta F(2,64)$=1.65,		($\Delta F(1,63)$=.54,	
	$p = .621$)		$p = .201$)		$p = .467$)	

Note: Block 3 R^2 = .11, $F(8)$ = .92, p = .505. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent). Dependent variable is the number of attributes cited when individuals received that issue to answer Hypothesis 2, Hypothesis 5, and Research Question 1. *p<.05, [a]p<.10 (n = 72).

Table 13

Regression Analysis for Variables Predicting Amount of Attributes About Health Care or Offshore Drilling That Participants Mentioned Associated With the Most Important Problem When They Received That Issue

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (*SE B*)	*β*	*B* (*SE B*)	*β*	*B* (*SE B*)	*β*
Block 1						
Republican	.59 (.34)[a]	.31	.59(.35)[a]	.32	.58 (.34)[a]	.31
Democrat	.60 (.31)[a]	.34	.53 (.31)[a]	.30	.62(.31)[a]	.35
Newspaper	.68 (.89)	.30	.34 (.91)	.15	.06 (.93)	.03
TV/Radio	-.09 (.86)	-.05	-.43 (.88)	-.22	-.72 (.91)	-.38
Internet	.30 (.87)	.17	-.10 (.90)	-.06	-.42 (.93)	-.24
Block 2						
Presentation			-.27 (.25)	.16	-.25 (.25)	-.14
Attitude			-.06 (.05)	-.16	.02 (.08)	.05
Block 3						
Presentation * Attitude					-.13 (.10)	-.29
	Adj. R² = .13		*ΔR²* = .06		*ΔR²* = .03	
	(*F*(5,40) = 2.38,		(*ΔF*(2,39) = 1.42,		(*ΔF*(1,38) = 1.53,	
	p = .055)		*p* = .254)		*p* = .224)	

Note: Block 3 R^2 = .31, F(8) = 2.09, p = .062. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-3.65 = incongruent, 5.35 = congruent). Dependent variable is did the participant cite the attributes associated with the issue they mentioned as the most important problem that they received to answer Hypothesis 2, Hypothesis 5, and Research Question 1. *p<.05, [a]p<.10 (n = 46)

Table 14

Regression Analysis for Variables Predicting Amount of Attributes About Health Care or Offshore Drilling That Participants Mentioned Associated With Their Impressions of the News Story When They Received That Issue

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B ($SE\ B$)	β	B ($SE\ B$)	β	B ($SE\ B$)	β
Block 1						
Republican	-.55 (.38)	-.28	-.56 (.39)	-.29	-.57 (.39)	-.29
Democrat	.26 (.34)	.14	.19 (.35)	.11	.29 (.36)	.16
Newspaper	-.09 (.20)	-.04	-.36 (1.04)	-.15	-.66 (1.06)	-.28
TV/Radio	-.02 (.96)	-.01	-.29 (1.00)	-.14	-.61 (1.03)	-.30
Internet	.07 (.97)	.04	-.26 (1.02)	-.14	-.59 (1.05)	-.33
Block 2						
Presentation			-.29 (.28)	-.16	-.26 (.28)	-.14
Attitude			-.04 (.06)	-.11	.04 (.09)	.11
Block 3						
Presentation * Attitude					-.14 (.12)	-.30
	Adj. R^2 = .02		ΔR^2 = .15		ΔR^2 = .01	
	($F(5,40)$ = 1.18,		($\Delta F(2,38)$ = .90,		($\Delta F(1,37)$ = 1.41,	
	p = .334)		p = .414)		p = .243)	

Note: Block 3 R^2 = .20, $F(8)$ = 1.15, p = .355. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (4.35 = incongruent, 5.65 = congruent). Dependent variable is did the participant cite the attributes associated with the issue they received when asked about their impressions of the issue to answer Hypothesis 2, Hypothesis 5, and Research Question 1*p<.05, [a]p<.10 (n = 46)

Table 15

Regression Analysis for Variables Predicting Amount of Attributes About Immigration That Participants Mentioned Associated With the Most Important Problem When They Received That Issue

Independent Variable	Model Statistics			
	Model 1		Model 2	
	B (*SE B*)	β	B (*SE B*)	β
Block 1				
Presentation	.25 (.23)	.23	.39 (.21)	.36
Attitude	.00 (.04)	-.02	-.07 (.04)	-.36
Block 2				
Presentation * Attitude			.20 (.08)*	.63
	Adj. R^2 = .05		ΔR^2 = .19	
	(F(2,23) = .66,		(ΔF(1,22) = 7.11,	
	p = .525)		$p < .05$)	

Note: Block 2 R^2 = .29, F(3) = 2.93, p = .056. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (4.35 = incongruent, 5.65 = congruent). Dependent variable is the number of attributes cited when individuals received that issue to answer Hypothesis 2, Hypothesis 5, and Research Question 1. *p<.05, [a]p<.10 (n = 26).

Table 16

Regression Analysis for Variables Predicting Amount of Attributes About Immigration That Participants Mentioned Associated With Their Impressions of the News Story When They Received That Issue

Independent Variable	Model Statistics			
	Model 1		Model 2	
	B (SE B)	*β*	*B (SE B)*	*β*
Block 1				
Presentation	.01 (.31)	.01	.03 (.33)	.02
Attitude	-.03 (.05)	-.13	-.04 (.07)	-.16
Block 2				
Presentation * Attitude			.02 (.12)	.06
	Adj. R^2 = .02		*ΔR^2 = .002*	
	(F(2,23) = .20,		*(ΔF(1,22) = .04,*	
	p = .817)		*p = .838)*	

Note: Block 2 R^2 = .02, F(3) = .144, p = .932. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspaper (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (4.35 = incongruent, 5.65 = congruent). Dependent variable is the number of attributes cited when individuals received that issue to answer Hypothesis 2, Hypothesis 5, and Research Question 1. *p<.05, [a]p<.10 (n = 26).

Table 17

Regression Analysis for Variables Predicting Overall Approval Toward Bush for Participants Who Received Any of the Three Issues

Independent Variable	Model Statistics							
	Model 1		Model 2		Model 3		Model 4	
	B (SE B)	β	B (SE B)	β	B (SE B)	β	B (SE B)	β
Block 1								
Republican	1.00 (.21)*	.57	.84 (.20)*	.48	.87 (.20)*	.46	.88 (.21)*	.50
Democrat	-.14 (.19)	-.09	-.02 (.19)	-.01	-.06 (.19)	-.04	-.05 (.19)	-.03
Newspaper	-1.97 (.68)*	-.80	-1.68 (.67)*	-.68	-1.85 (.72)*	-.75	-1.75(.74)*	-.71
TV/Radio	-1.88 (.65)*	-1.03	-1.48 (.66)*	-.81	-1.71(.73)*	-.94	-1.58(.77)*	-.87
Internet	-2.02 (.65)*	-1.22	-1.69 (.65)*	-1.02	-1.82 (.71)*	-.1.10	-1.70 (.75)*	-1.03
Block 2								
Presentation			.00 (.14)	.00	-.03 (.15)	-.02	-.01 (.15)	-.01
Attitude			-.01(.03)	-.02	-.03 (.04)	-.10	-.03 (.04)	-.20
Issue Approval			.25 (.08)*	.32	.33 (.10)*	.41	.34 (.11)*	.42
Block 3								
Presentation* Attitude					.06 (.06)	.13	.05 (.06)	.12
Presentation * Approval					-.11 (.15)	-.09	-.14 (.15)	-.12
Attitude * Approval					-.03 (.03)	-.13	-.04 (.03)	-.17
Block 4								
Presentation * Attitude * Approval							.03 (.05)	.08
	Adj. R^2 = .46		ΔR^2 = .08		ΔR^2 = 1.06		ΔR^2 = .00	
	($F(5,66)$ = 11.29,		($\Delta F(4,63)$ = 3.45,		($\Delta F(3,60)$ = 1.06,		($\Delta F(1,59)$ = .33,	
	$p < .001$)		$p < .05$)		$p = .374$)		$p = .570$	

Note: Block 4 R^2 = .56, $F(12)$ = 6.32, $p < .001$. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -1.72, Approve = 2.54). Dependent variable is overall approval of Bush (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2 *p<.05, [a]p<.10 (n = 72).

Table 18

Regression Analysis for Variables Predicting Overall Approval Toward Obama for Participants Who Received an Issue

Independent Variable	Model Statistics							
	Model 1		Model 2		Model 3		Model 4	
	B (SE B)	β	B (SE B)	β	B (SE B)	β	B (SE B)	β
Block 1								
Republican	-.82 (.16)*	-.55	-.64 (.14)*	-.43	-.64 (.14)*	-.43	-.60 (.14)*	-.40
Democrat	.24 (.15)	.17	.09 (.13)	.06	.09 (.13)	.07	.11 (.13)	.07
Newspaper	2.27 (.52)*	1.07	1.77 (.47)*	.83	1.88 (.56)*	.89	2.36 (.63)*	1.11
TV/Radio	2.33 (.50)*	1.50	1.77 (.46)*	1.13	1.93(.59)*	1.23	2.50 (.70)*	1.60
Internet	2.43(.50)*	1.71	1.82 (.46)*	1.28	1.97 (.57)*	1.38	2.51 (.67)*	1.60
Block 2								
Presentation			-.03 (.10)	-.02	-.01 (.10)	-.01	-.02 (.10)	-.01
Attitude			.02 (.02)	.09	.01 (.03)	05	.02 (.03)	.07
Issue Approval			.27 (.05)*	.42	.25 (.07)*	.40	.25 (.07)*	.40
Block 3								
Presentation* Attitude					.01 (.04)	.04	.01 (.04)	.02
Presentation * Approval					.03 (.10)	.03	.01 (.10)	.02
Attitude * Approval					-.01 (.02)	-.06	.00 (.02)	.02
Block 4								
Presentation * Attitude * Approval							-.05 (.03)	-.20
	Adj. R^2 = .57		ΔR^2 = .13		ΔR^2 = .00		ΔR^2 = .01	
	($F(5,66)$ = 17.74,		($\Delta F(4,63)$ = 8.79,		($\Delta F(3,60)$ = .27,		($\Delta F(1,59)$ = 2.36,	
	p < .001)		$p < .001$)		$p = .847$)		$p = .129$)	

Note: Block 4 R^2 = .71, $F(12)$ = 12.32, $p < .001$. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -2.65, Approve = 1.62). Dependent variable is overall approval of Obama (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *p<.05, [a]p<.10 (n = 72).

Table 19

Regression Analysis for Variables Predicting Overall Approval Toward Bush for Participants Who Received Either Health Care or Offshore Drilling

Independent Variable	Model Statistics							
	Model 1		Model 2		Model 3		Model 4	
	B (SE B)	β	B (SE B)	β	B (SE B)	β	B (SE B)	β
Block 1								
Republican	.80 (.25)*	.45	.70 (.26)*	.39	.65 (.25)*	.37	.65 (.25)*	.37
Democrat	-.45 (.23)ᵃ	-.27	-.34 (.23)	-.20	-.48 (.24)ᵃ	-.29	-.48 (.24)ᵃ	-.29
Newspaper	-1.94 (.66)*	-.90	-1.74 (.67)*	-.81	-1.72 (.73)*	-.80	-1.46(.77)ᵃ	-.68
TV/Radio	-1.67 (.63)*	-.92	-1.44 (.65)*	-.79	-1.46 (.75)*	-.81	-1.15(.81)	-.63
Internet	-1.77 (.64)*	-1.09	-1.57 (.66)*	-96	-1.55 (.73)*	-.95	-1.24 (.79)	-.76
Block 2								
Presentation			-.04 (.18)	-.02	-.07 (.19)	-.05	-.10 (.19)	-.06
Attitude			-.02(.18)	-.02	-.14 (.07)*	-.42	-.13 (.07)ᵃ	-.40
Issue Approval			.24 (.10)*	.29	.49 (.15)*	.60	.51 (.15)*	.61
Block 3								
Presentation* Attitude					.15 (.08)ᵃ	.36	.15 (.08)ᵃ	.35
Presentation * Approval					-.37 (.21)ᵃ	-.33	-.45 (.22)ᵃ	-.40
Attitude * Approval					-.10 (.04)	-.04	-.04 (.05)	-.15
Block 4								
Presentation * Attitude * Approval							.08 (.07)	.21
	Adj. R² = .47		*ΔR²* = .06		*ΔR²* = .06		*ΔR²* = .01	
	(*F*(5,40) = 9.08,		(*ΔF*(3,37) = 1.79,		(*ΔF*(3,34) = 1.91,		(*ΔF*(1,33) = 1.12,	
	p < .001)		*p* = .166)		*p* = .145)		*p* = .297)	

Note: Block 4 R^2 = .66, $F(12)$ = 5.37, $p < .001$. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -1.60, Approve = 2.54). Dependent variable is overall approval of Bush (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *$p<.05$, ᵃ$p<.10$ ($n = 46$).

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Table 20

Regression Analysis for Variables Predicting Overall Approval Toward Obama for Participants Who Received Either Health Care or Offshore Drilling

Independent Variable	Model Statistics							
	Model 1		Model 2		Model 3		Model 4	
	B (SE B)	*β*	*B (SE B)*	*β*	*B (SE B)*	*β*	*B (SE B)*	*β*
Block 1								
Republican	-.75 (.20)*	-.50	-.71 (.20)*	-.47	-.71 (.21)*	-.47	-.65 (.20)*	-.44
Democrat	.24 (.18)	.17	.08 (.19)	.06	.11 (.21)	.08	.09 (.20)	.06
Newspaper	2.32 (.53)*	1.27	1.90 (.54)*	1.04	1.62 (.70)*	.87	2.71 (.83)*	1.49
TV/Radio	2.38 (.51)*	1.55	1.93 (.53)*	1.26	1.56 (.78)[a]	1.02	2.85 (.94)*	1.86
Internet	2.47(.51)*	1.79	1.99 (.54)*	1.44	1.66 (.74)*	1.20	2.89 (.89)*	2.09
Block 2								
Presentation			-.11 (.15)	-.08	-.12 (.15)	-.09	-.28 (.16)[a]	-.20
Attitude			.03 (.03)	.09	.05 (.06)	17	.06 (.06)	.23
Issue Approval			.22 (.09)*	.33	.18 (.13)*	.28	.20 (.12)*	.31
Block 3								
Presentation* Attitude					-.04 (.09)	-.10	-.01 (.08)	-.02
Presentation * Approval					.07 (.19)	.08	.21 (.19)	.22
Attitude * Approval					.01 (.03)	.06	.04 (.03)	.21
Block 4								
Presentation * Attitude * Approval							-.14 (.06)*	-.53
	Adj. R^2 = .52		*ΔR^2* = .06		*ΔR^2* = .01		*ΔR^2* = .05	
	(*F*(5,40) = 10.83,		(*ΔF*(3,37) = 2.20,		(*ΔF*(3,34) = .24,		(*ΔF*(1,33) = 4.94,	
	p < .001)		*p* = .114)		*p* = .869)		*p* < .05)	

Note: Block 4 R^2 = .69, F(12) = 6.21, p < .001. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -2.65, Approve = 1.51). Dependent variable is overall approval of Obama (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *p<.05, [a]p<.10 (n = 46).

Table 21

Regression Analysis for Variables Predicting Overall Approval Toward Bush for

Participants Who Received Immigration

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (*SE B*)	*β*	*B* (*SE B*)	*β*	*B* (*SE B*)	*β*
Block 1						
Presentation	.16 (.31)	.10	.16 (.35)	.10	.02 (.46)	.01
Attitude	-.04 (.07)	-.13	-.03 (.09)	-.10	-.04 (.09)	-.13
Issue Approval	.32 (.17)*	.42	.37 (.25)	.49	.33 (.27)	.44
Block 2						
Presentation* Attitude			.00 (.18)	.00	.00 (.19)	.01
Presentation * Approval			-.05 (.45)	-.04	-.05 (.46)	-.05
Attitude * Approval			-.02 (.06)	-.09	-.01 (.07)	-.03
Block 3						
Presentation * Attitude * Approval					-.07 (.14)	-.15
	Adj. R² = .20		*ΔR²* = .01		*ΔR²* = .01	
	(*ΔF*(3,22) = 3.13,		(*ΔF*(3,19) = .06,		(*ΔF*(1,18) = .25,	
	p < .05)		*p* = .980)		*p* = .623)	

Note: Block 3 R^2 = .32, $F(7)$ = 1.18, p = .360. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -1.60, Approve = 2.54). Dependent variable is overall approval of Bush (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *p<.05, [a]p<.10 (n = 26).

Table 22

Regression Analysis for Variables Predicting Overall Approval Toward Obama for Participants Who Received Immigration

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (*SE B*)	*β*	*B* (*SE B*)	*β*	*B* (*SE B*)	*β*
Block 1						
Presentation	.09 (.18)	.07	.16 (.19)	.11	.38 (.20)[a]	.26
Attitude	.05 (.03)	.18	.01 (.04)	.05	.01 (.04)	.05
Issue Approval	.46 (.08)*	.77	.44 (.10)*	.73	.43 (.09)*	.72
Block 2						
Presentation* Attitude			.12 (.08)	.29	.14 (.07)[a]	.34
Presentation * Approval			-.01 (.18)	-.01	-.32 (.21)	-.35
Attitude * Approval			.01 (.03)	.04	.03 (.03)	.14
Block 3						
Presentation * Attitude * Approval					-.17 (.08)*	-.50

Adj. R^2 = .06   *ΔR*^{2} = .06   *ΔR*^{2} = .01

(*ΔF*(3,37) = 1.79,   (*ΔF*(3,34) = 1.91,   (*ΔF*(1,33) = 1.12,

p < .001)   *p* = .399)   *p* < .05)

Note: Block 3 R^2 = .80, *F*(7) = 9.98, *p* < .001. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -2.38, Approve = 1.62). Dependent variable is overall approval of Obama (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *p<.05, [a]p<.10 (*n* = 26).

Table 23

Regression Analysis for Variables Predicting Overall Approval Toward Obama for Participants Who Received an Issue for Those Who Received Priming Questions First

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (*SE B*)	*β*	*B* (*SE B*)	*β*	*B* (*SE B*)	*β*
Block 1						
Presentation	-.12 (.13)	-.12	-.14 (.14)	-.14	-.14 (.12)	-.14
Attitude	.01 (.03)	.05	-2.0E (.04)	.00	.01 (.03)	.03
Issue Approval	.31 (.06)*	.70	.26 (.08)*	.59	.22 (.07)*	.49
Block 2						
Presentation* Attitude			.02 (.06)	.07	.01 (.05)	.05
Presentation * Approval			.10 (.13)	.14	.13 (.11)	.18
Attitude * Approval			.01 (.02)	.09	.05 (.02)*	.36
Block 3						
Presentation * Attitude * Approval					-.12 (.04)*	-.46

$Adj.\ R^2 = .46$ $\Delta R^2 = .06$ $\Delta R^2 = .01$

$(\Delta F(3,29) = 9.89,$ $(\Delta F(3,26) = .32,$ $(\Delta F(1,25) = 11.22,$

$p < .001)$ $p = .813)$ $p < .05)$

Note: Block 3 $R^2 = .67$, $F(7) = 7.28$, $p < .001$. Coding as follows: Republican (0 = other, 1 = Republicans), Democrat (0 = other, 1 = Democrat), Newspapers (newspapers) (0 = other, 1 = newspaper), TV/Radio (0 = other, 1 = TV/Radio), Internet (0 = other, 1 = Internet), Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -2.65, Approve = 1.62). Dependent variable is overall approval of Obama (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *$p<.05$, [a]$p<.10$ ($n = 33$).

Table 24

Regression Analysis for Variables Predicting Overall Approval Toward Obama for Participants Who Received an Issue for Those Who Received Agenda-Setting Questions First

Independent Variable	Model Statistics					
	Model 1		Model 2		Model 3	
	B (SE B)	β	B (SE B)	β	B (SE B)	β
Block 1						
Presentation	.12 (.19)	.07	.13 (.20)	.08	.15 (.21)	.09
Attitude	.06 (.04)	.19	.06 (.06)	.20	.05 (.06)	.18
Issue Approval	.60 (.09)*	.78	.49 (.14)*	.64	.49 (.15)*	.64
Block 2						
Presentation* Attitude			.00 (.07)	.01	.01 (.08)	.03
Presentation * Approval			.20 (.19)	.19	.20 (.20)	.19
Attitude * Approval			.02 (.03)	.09	.01 (.05)	.04
Block 3						
Presentation * Attitude * Approval					.02 (.06)	.07
	Adj. R^2 = .50		ΔR^2 = .54		ΔR^2 = .00	
	($\Delta F(3,35)$ = 13.82,		($\Delta F(3,32)$ = .62,		($\Delta F(1,31)$ = .76,	
	$p < .001$)		$p = .607$)		$p = .764$)	

Note: Block 3 R^2 = .57, $F(7)$ = 5.84, $p < .001$. Coding as follows: Presentation (0 = hard news, 1 = entertainment news), Attitude (centered) (-4.35 = incongruent, 5.65 = congruent), Issue Approval (centered) (Disapprove = -2.65, Approve = 1.62). Dependent variable is overall approval of Obama (centered) to answer Hypothesis 3, Hypothesis 6, and Research Question 2. *$p<.05$, [a]$p<.10$ (n = 38).

Table 25:

Summary Table of the Study's Findings Regarding the Hypotheses and Research Questions

Proposed Effects	First-Level Agenda Setting	Second-Level Agenda Setting	Priming
Main Effect of Presentation Style	Combined health care and offshore drilling only: Hard news more effective than entertainment	None supported	Combined health care and offshore drilling on approval of Bush: Hard news more effective than entertainment for those with a positive view of the president on the issues. Entertainment news more effective than hard news for those with a negative view of the president on the issues
Main Effect of Attitude Congruence	None supported	None supported	None supported
Interaction between Presentation Style and Attitude Congruence	Immigration only: Entertainment more effective than hard news when attitude congruent; Hard news more effective than entertainment when attitude incongruent	Immigration only: Entertainment more effective than hard news when attitude congruent; Hard news more effective than entertainment when attitude incongruent	Combined health care and offshore drilling on approval of Obama: Hard news more effective than entertainment news when attitude congruent; Not much difference between hard news and entertainment when attitude incongruent. Immigration only: Hard news more effective than entertainment when attitude congruent; entertainment news more effective than hard news when attitude incongruent

FIGURE CAPTIONS

Figure 1. The interaction between presentation style and attitude congruency for individuals who received immigration and indicated that specific issue as the most important problem facing the nation. The graph shows the simple slope. The Y-axis shows the attitude congruency measures, which were based on three points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the likelihood of citing immigration as the most important problem.

Figure 2. The interaction between presentation style and attitude congruency for individuals who received immigration and the number of attributes they associated with that issue. The graph shows the simple slope. The Y-axis shows the attitude congruency measures, which were based on three points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the likelihood of listing attributes associated with immigration for participants who answered the most important problem question.

Figure 3. The interaction among presentation style, and priming for individuals who received Health care or offshore drilling and how that primed them in their overall evaluation of Bush. The graph shows the simple slope. The Y-axis shows the issue approval measures, which were based on three points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the overall approval on Bush

Figure 4. The interaction among presentation style, attitude congruency, and priming for individuals who received Health care or offshore drilling and how that primed them in their overall evaluation of Obama. The graph shows the simple slope. The Y-axis shows the attitude congruency measures and the issue approval measures, which were based on three

points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the overall approval of Obama.

Figure 5. The interaction among presentation style, attitude congruency, and priming for individuals who received immigration and how that primed them in their overall evaluation of Obama. The graph shows the simple slope. The Y-axis shows the attitude congruency measures and the issue approval measures, which were based on three points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the overall approval of Obama.

Figure 6. The interaction among presentation style, attitude congruency, and priming for individuals who received any of the three issues and how that primed them in their overall evaluation of Obama for those who received the priming questions first. The graph shows the simple slope. The Y-axis shows the attitude congruency measures and the issue approval measures, which were based on three points–the mean, one standard deviation below the mean, and one standard deviation above the mean. The X-axis shows the overall approval of Obama.
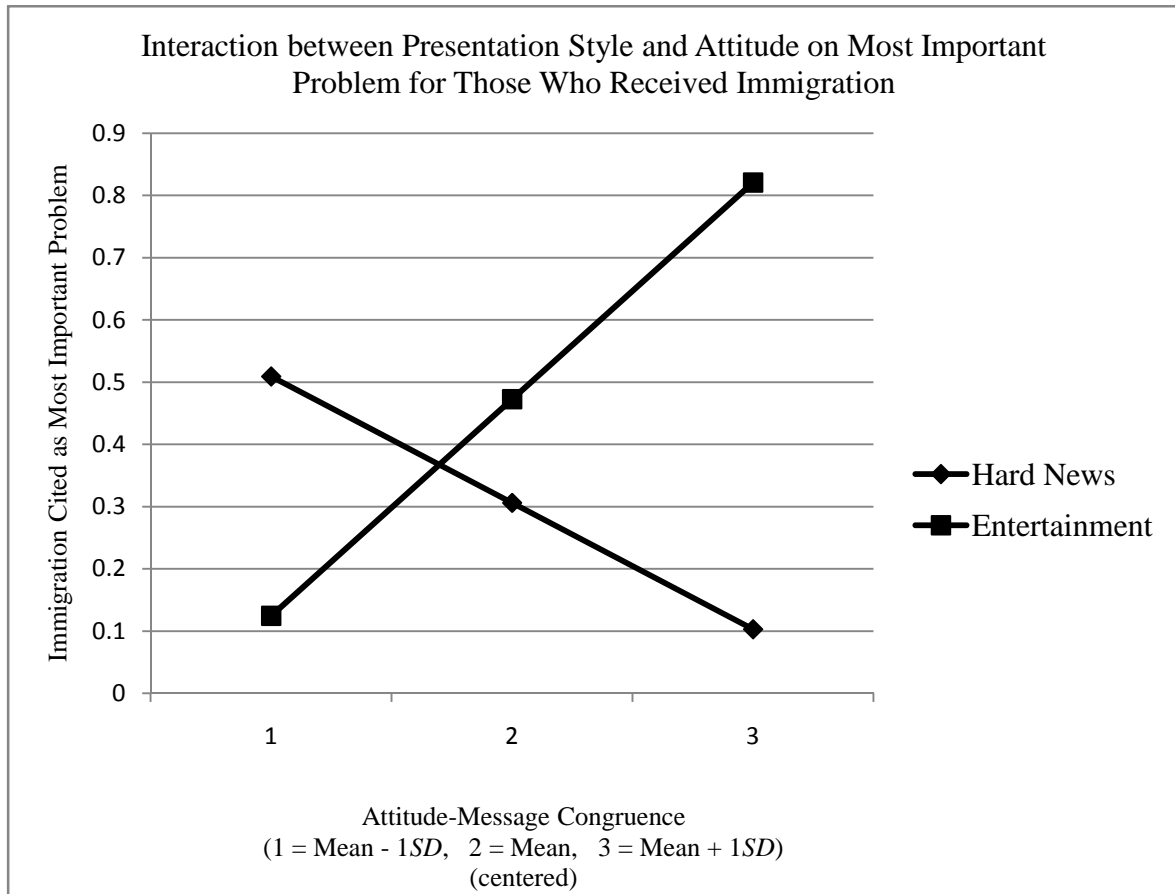
Figure 1

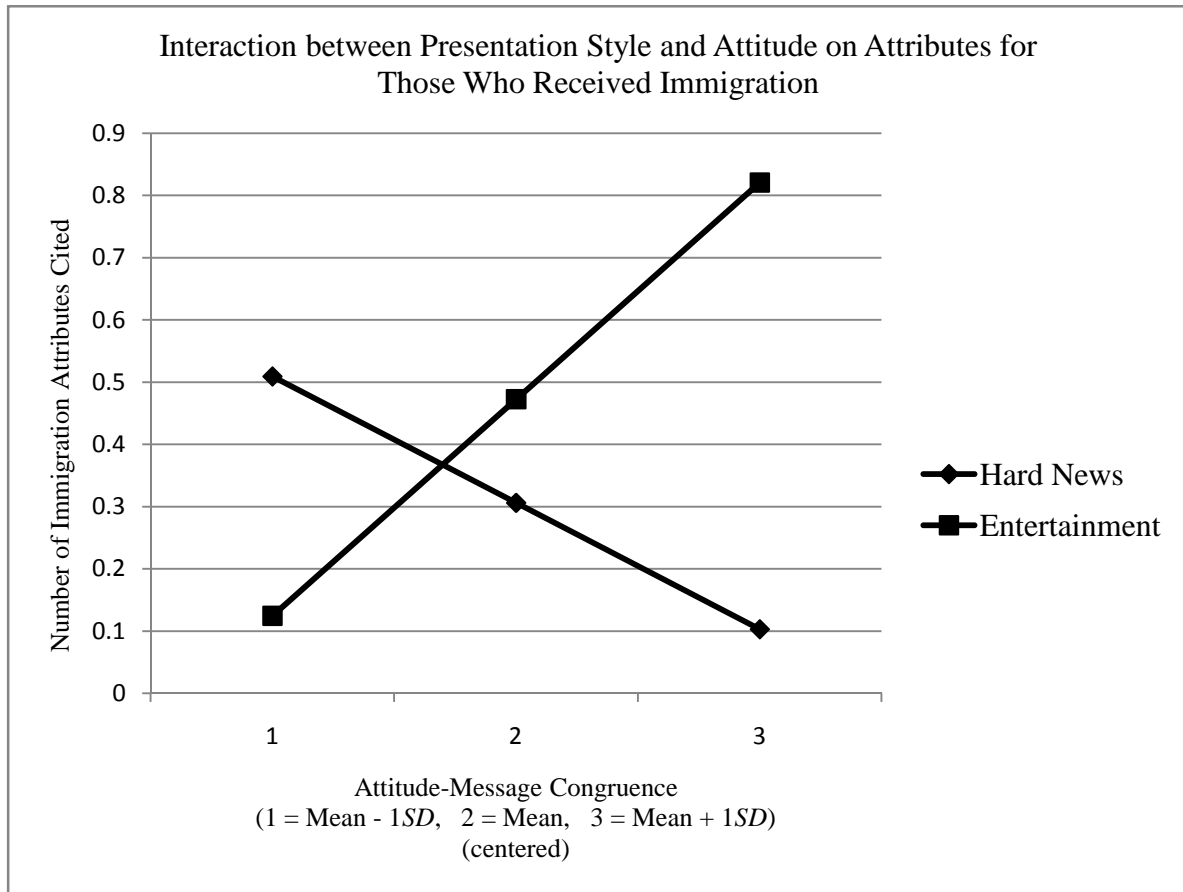Interaction between Presentation Style and Attitude on Most Important
Problem for Those Who Received Immigration

Figure 2

Interaction between Presentation Style and Attitude on Attributes for
Those Who Received Immigration

Figure 3

Interaction between Presentation Style and Issue Approval on Overall Approval of Bush for Those Who Received Health Care or Offshore Drilling

Figure 4

Interaction of Presentation Style, Attitude, and Issue Approval on Overall Approval of Obama for Those Who Received Health Care or Offshore Drilling

Figure 5

Interaction of Presentation Style, Attitude, and Issue Approval on Overall Approval of Obama for Those Who Received Immigration

Figure 6

Interaction of Presentation Style, Attitude, and Issue Approval on Overall Approval of Obama for Those Who Received Priming Questions First for Any Issue

Overall Approval of Obama (centered)

Attitude-Message Congruence
(1 = Mean - 1*SD*,   2 = Mean,   3 = Mean + 1*SD*)
(centered)
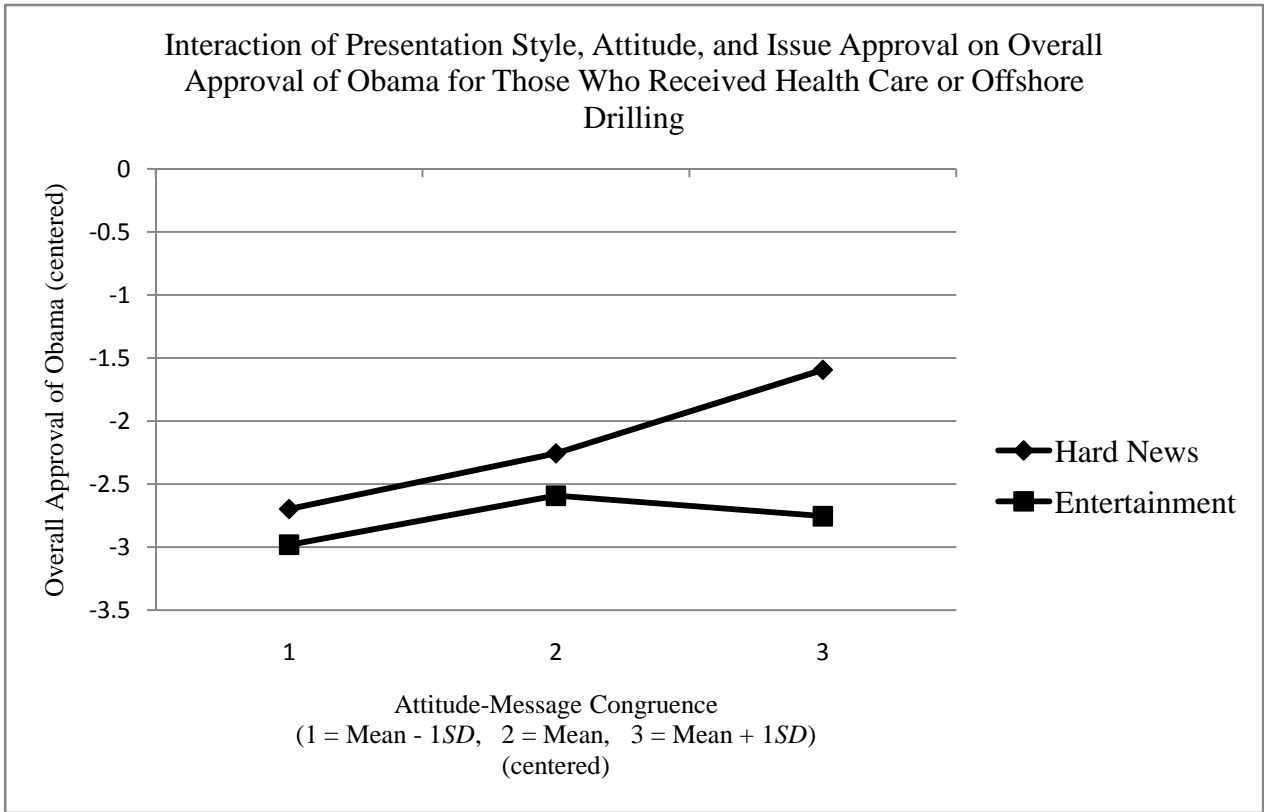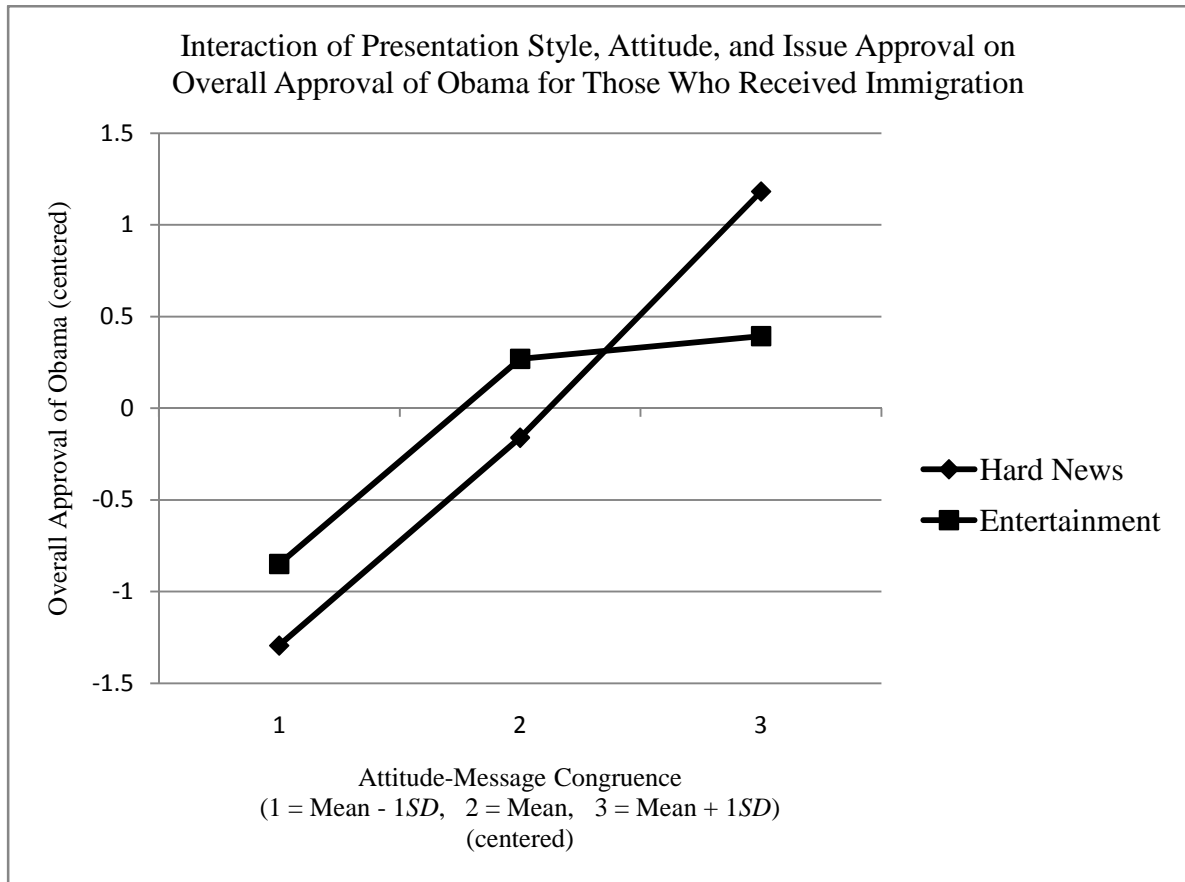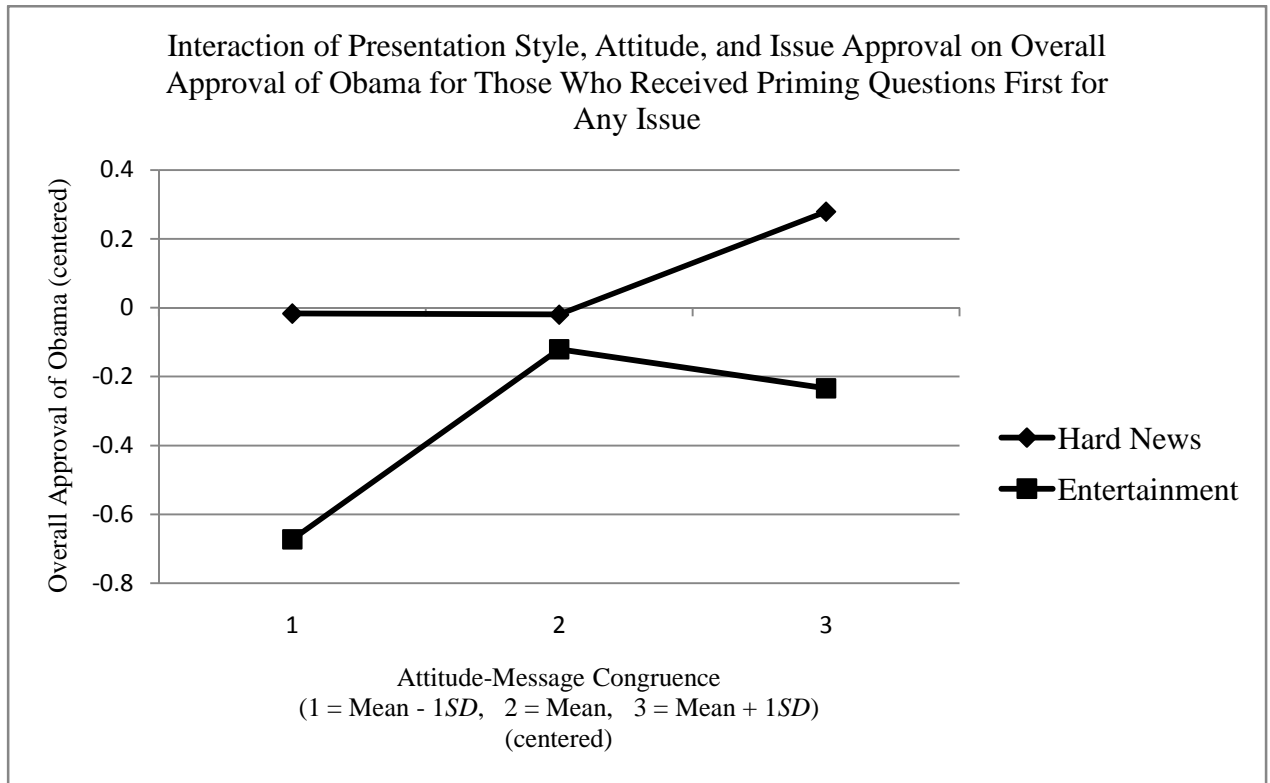
Hard News
Entertainment

APPENDIX A

Stimulus Material

Hard news Intro	Entertainment news Intro
Intro: This is WSUR, Wyoming State University Radio, streaming 24 hours a day. I'm <NAME>.	Intro: This is WSUR, Wyoming State University Radio. Of all the 24-hour radio streams out of Wyoming, we're one of them.

Hard news buffer story about abstinence-only program:	Entertainment news buffer story about abstinence-only program:
Students statewide are saying "yes" to premarital sex despite increased abstinence awareness programs.	Students statewide are saying "yes" to premarital sex despite increased abstinence awareness programs.
	And who wouldn't say yes to premarital sex? Ok, who wouldn't say yes to any sex, but I digress.
A new state-mandated study shows students participating in sexual abstinence programs are just as likely to have sex before marriage than those who didn't attend the classes.	A new state-mandated study shows students participating in sexual abstinence programs are just as likely to have sex before marriage than those who didn't attend the classes.
Those same students also report having a similar number of sexual partners as their non-attending classmates.	Those same students also report having a similar number of sexual partners as their non-attending classmates.
	And I report wanting to know where all these millions of loose teenage girls are, because they certainly didn't attend my school.
The local research firm that conducted the study found most students attending the programs had sex at around age 14.	The local research firm that conducted the study found most students attending the programs had sex at around age 14.
That's the same age as their non-attending counterparts.	That's the same age as their non-attending counterparts.
The report also concluded that teenagers are constantly bombarded with sexually-explicit material, from MTV and magazines like Cosmo, to public libraries that openly stock books that feature sex-	The report also concluded that teenagers are constantly bombarded with sexually-explicit material, from MTV and magazines like Cosmo, to public libraries that openly stock key literature that feature

related material.

Critics of the state's abstinence until marriage programs say the findings back up their claims the programs are not working.

A spokesman for state representative Harry Wilder says the study reflects a need for a more comprehensive sex education program in high schools.

Wilder adds that better sex education programs would not only help prevent premarital sex but decrease the spread of sexually transmitted diseases and teen pregnancy.

However the governor's office warns people not to draw sweeping conclusions from the study.

A spokesman for Governor Peterson claims the programs under review were among the first established after a state overhaul of the education system in 2000.

Harry Wilson says if anything, the study shows that the abstinence message should be reinforced constantly to affect behavior.

Teenagers should not learn about sex

sexual themes...like Cosmo.

Critics of the state's abstinence until marriage programs say the findings back up their claims the programs are not working.

A spokesman for state representative Harry Wilder says the study reflects a need for a more comprehensive sex education program in high schools...

to battle the evil demon-planted desires deep within every teenager's loins.

Besides the fact that this course has gotta be one of the easiest to teach,

Wilder adds that better sex education programs would not only help prevent premarital sex but decrease the spread of sexually transmitted diseases and teen pregnancy...

keeping teenagers pure and repressed, the way God intended.

However the governor's office warns people not to draw sweeping conclusions from the study.

A spokesman for Governor Peterson claims the programs under review were among the first established after a state overhaul of the education system in 2000.

Harry Wilson says if anything, the study shows that the abstinence message should be reinforced constantly to affect behavior.

Teens should not learn about sex

from school, according to Wilson.	from school, says Wilson, they should learn like he did, from his grabby uncle.
Wyoming spends about 17-million annually on abstinence until marriage education programs.	Wyoming spends about 17-million annually on abstinence until marriage education programs.
	Apparently that's how much it costs to tell teens not to have sex.
Words: 262 No humor interjections	Words: 362 (262+100) 7 Humorous interjections

Hard news buffer story about violent video games:	Entertainment news buffer story about violent video games:
Parents are so concerned about what their children are exposed to in videogames that some support new state limits on such material.	Parents are so concerned about what their children are exposed to in videogames that some support new state limits on such material.
	like games on the Nintendo Wii that teach children to resolve conflicts by flailing their arms in acts of fruity aggression.
State representative Paul Stevenson wants to use the state support to push through stricter limits on sales of video games.	State representative Paul Stevenson wants to use the state support to push through stricter limits on sales of video games.
A local survey company released a report stating that two thirds of parents track their children's use of video games.	A local survey company released a report stating that two thirds of parents track their children's use of video games.
But they admit their children see a lot of inappropriate material.	But they admit their children see a lot of inappropriate material (Nah, really??).
Two thirds of parents surveyed say they support some new laws to restrict access of violent and sexually explicit video games to minors, but the survey is not specific on what measures parents will support.	Two thirds of parents surveyed say they support some new laws to restrict access of violent and sexually explicit video games to minors, but the survey is not specific on what measures parents will support.
A spokesman for Stevenson's office says that the representative will propose a bill to restrict sales of video games rate either T for teen or M for mature to those under the age of 18.	A spokesman for Stevenson's office says that the representative will propose a bill to restrict sales of video games rated either T for teen or M for Much more fun to those under the age of 18.
Any merchant selling to minors will face fines of $1,000.	Any merchant selling to minors will face fines of $1,000, and have to undergo a "real life" video game, but he refused to comment on what that entails.

Bob Goffman, owner of the local Video 4 Less, does not agree with the measure.	Bob Goffman, owner of the local Video 4 Less, does not agree with the measure.
Goffman already refuses to sell mature video games to minors without parental consent.	Goffman already refuses to sell mature video games to minors without parental consent.
He added that minors will still have access to these types of games at arcades.	He added that minors will still have access to these types of games at arcades, and from that jolly-old man that comes down the chimney each Christmas Eve to leave presents under a tree.
Jim Dyke, executive director of Parents Right, also opposes government control, saying parents can do a better job of controlling their children's use of video games.	Jim Dyke, executive director of Parents Right, also opposes government control, saying parents can do a better job of controlling their children's use of video games.
He believes that if parents make these decisions and enforce these decisions, why should the government?	He believes that if parents make these decisions and enforce these decisions, why should the government?
Current reports estimate that up to 72 percent of the U.S. population plays video games.	Current reports estimate that up to 72 percent of the U.S. population plays video games.
	The rest have to generate their sex and violence on their own.
Words: 253 No humorous interjections	Words: 327 (253+74) 7 humorous interjections

Hard news treatment story about health care policy:	Entertainment news treatment story about health care policy:
Too many employers are relying on the federal government to provide health care benefits to their employees.	Too many employers are relying on the federal government to provide health care benefits to their employees.
But a new policy could change that.	But a new policy could change that.
Newly-elected Senator Joseph Beale, an independent, plans to introduce a policy in Washington that would eliminate Medicaid for employees who make minimum wage and do not have health care through their employers.	Newly-elected Senator Joseph Beale, an independent, plans to introduce a policy in Washington that would eliminate Medicaid for employees who make minimum wage and do not have health care through their employers.
	...who like sucking Medicaid dry and also advocate establishing camps in remote areas of the Dakotas where organs are harvested from the still-living.
Medicaid health care benefits are available to certain low-income individuals and families who fit into an eligibility group.	Medicaid health care benefits are available to certain low-income individuals and families who fit into an eligibility group.
	Not that it's needed, when McDonald's meat is now the primary source of antibiotics for children.
Individuals who fall below federal and state guidelines and fail to have coverage through work receive Medicaid benefits, which continues to strain our economy.	Individuals who fall below federal and state guidelines and fail to have coverage through work receive a Medicaid benefit, which continues to strain our economy.
If Beale is successful when he arrives in Washington D.C. this January, he will save millions of dollars in taxpayers' money.	If Beale is successful when he arrives in Washington D.C. this January, he will save millions of dollars in taxpayers' money.
	If you would like to know the value of money, go and try to borrow some.

Beale says it is up to companies to provide health care to their employees, not the government.

Single mother Maria Gossling does not like Beale's proposed plan.

She works at a small company that will not provide health care for its employees, making her and her five children a burden on the Medicaid system.

The president of the advocacy group Health Care for Americans supports Beale's plan.

John Stoner says Medicaid was started to provide support for families who do not work. Medicaid was not started to provide health care to families who have jobs, but their employers are so cheap that they will not provide the basic essentials to their hard-working employees.

He adds that the country is in a health care crisis and that companies need to provide more coverage to their employees who need it, and stop relying on the government.

Beale says it is up to companies, to provide health care to their employees, not the government.

Or hey, just eat your greens-- for whatever reason. Take me. I'm a vegetarian, not because I love animals, because I hate plants.

Single mother Maria Gossling does not like Beale's proposed plan.

She works at a small company that will not provide health care for its employees, making her and her five children a burden on the Medicaid system.

Ah, blessed are the children, for they will inherit our national debt.

The president of the advocacy group Health Care for Americans supports Beale's plan.

John Stoner says Medicaid was started to provide support for families who do not work. Medicaid was not started to provide health care to families who have jobs, but their employers are so cheap that they will not provide the basic essentials to their hard-working employees.

He adds that the country is in a health care crisis and that companies need to provide more coverage to their employees who need it, and stop relying on the government.

Oh, and companies? Health care

	plans administered by magic elves who spread joy and happiness through the world don't count.
Beale says the government will provide incentives to employers to offer health care, making it a win-win situation for companies. They can provide health care to their employees while receiving incentives from the government.	Beale says the government will provide incentives to employers to offer health care, making it a win-win situation for companies. They can provide health care to their employees while receiving incentives from the government. We could give them a year's supply of Post-It Notes as an incentive. I would do anything for Post-It Notes.
Words: 297 No humorous interjections	Words: 427 (297+130) 7 humorous interjections
Both articles are supportive of the proposal by Beale (pro health care reform, anti-government assistance)	

Hard news treatment story about immigration policy:	Entertainment news treatment story about immigration policy:
There's a new congressman in town and he's got a plan to "clean up" America…but at what cost?	There's a new congressman in town and he's got a plan to "clean up" America…but at what cost?
Newly-elected Senator Joseph Beale, an independent, plans to propose a new anti-immigration policy with a big price tag when he arrives in Washington this January.	Newly-elected Senator Joseph Beale, an independent, plans to propose a new anti-immigration policy with a big price tag when he arrives in Washington this January.
	You know, outside of the killings, Washington D.C. has one of the lowest crime rates in the country.
That new policy will include creating a special branch of the Justice Department called the Illegal Immigration Enforcement Agency, and Beale refused to comment on what this could cost taxpayers.	That new policy will include creating a special branch of the Justice Department called the Illegal Immigration Enforcement Agency, and Beale refused to comment on what this could cost taxpayers.
	I am going out on a limb here and saying this is more expensive than their first plan to put a 500-foot long neon "No Vacancy" sign at each of our borders.
The agency's only mission would be to find and return undocumented immigrants to their own countries, even if they fled their own country because of the dangerous environment.	The agency's only mission would be to find and return undocumented immigrants to their own countries, even if they fled their own country because of the dangerous environment, like the legendary Chupacabra, the goatsucking vampire creature that we all must fear.
Beale says an agency like this is needed if we are to stop the influx of people entering the country illegally.	Beale says an agency like this is needed if we are to stop the influx of people entering the country illegally.

	Measures include frowning exercises to show those foreigners how unwelcoming America really is.
The law could hurt people like Cuban born Maria Gonzales and her three innocent children.	The law could hurt people like Cuban born Maria Gonzales and her three innocent children.
Gonzales came to America after her husband was killed for speaking out against Fidel Castro and has been unsuccessful in her attempts to get a Green Card.	Gonzales came to America after her husband was killed for speaking out against Fidel Castro and has been unsuccessful in her attempts to get a Green Card.
She fears what will happen to her and her children if she is forced to return to Cuba.	She fears what will happen to her and her children if she is forced to return to Cuba. Those waters get rough during hurricane season.
According to the U.S. Committee for Refugees and Immigrants, an estimated 14 million people worldwide fled from their homes because of war and persecution last year. The list includes countries from all continents.	According to the U.S. Committee for Refugees and Immigrants, an estimated 14 million people worldwide fled from their homes because of war and persecution last year. The list includes countries from all continents.
Immigration advocates like Sam Brown say instead of forcing these people out, America should make an effort to assimilate them into society and culture.	Immigration advocates like Sam Brown say instead of forcing these people out, America should make an effort to assimilate them into society and culture.
He also reminds people that America was founded and built by immigrants.	He also reminds people that America was founded and was built by immigrants, which reminds us that illegal immigration is nothing new. In fact, I believe the Indians had a special name for it. They called it 'white people.'
Beale's proposed law comes just	Beale's proposed law comes just

months after Congress passed a bill to beef up security by building a 700-mile fence along the Texas-Mexico border to stop undocumented workers from searching out a better life for themselves and their families.	months after Congress passed a bill to beef up security by building a 700-mile fence along the Texas-Mexico border to stop undocumented workers from searching out a better life for themselves and their families. And the materials to build that fence? 1200 miles of pure Angus beef. Delicious.
Words: 290 No humor interjections	Words: 415 (290+125) 7 humorous interjections
Both articles are against the proposal by Beale; anti-immigration policy, pro acculturation	

Hard news treatment story about offshore drilling:	Entertainment news treatment story about offshore drilling:
When newly elected senator Joseph Beale, an independent, arrives in Washington in January, he's telling Congress he wants to see more offshore drilling.	When newly elected senator Joseph Beale, an independent, arrives in Washington in January, he's telling Congress he wants to see more offshore drilling.
	Pssh. Congress. A Republican stands up and says "I have a really bad idea!," then a Democrat stands up and says "I can make it crappier!"
But Beale has failed to take into account the offshore drilling will not handle the current energy crisis in the U.S.	But Beale has failed to take into account the offshore drilling will not handle the current energy crisis in the U.S.
The U.S. consumes nearly one-fourth of the world's oil but produces only about 10 percent.	The U.S. consumes nearly one-fourth of the world's oil but produces only about 10 percent.
Our 1.76 billion-acre Outer Continental Shelf, which extends to 200 miles offshore might be prime hunting ground for oil some day, but it will take billions of dollars to set up the infrastructure.	Our 1.76 billion-acre Outer Continental Shelf, which extends to 200 miles offshore, might be prime hunting ground for oil some day, but it will take billions of dollars to set up the infrastructure.
One area about 175 miles from Louisiana is estimated to hold 3 to 15 billion barrels of oil. This is where Beale would like to tap first.	One area about 175 miles from Louisiana is estimated to hold 3 to 15 billion barrels of oil. This is where Beale would like to tap first.
Beale says that he feels there is enough oil offshore that the U.S. does not need to invest in other fuel alternatives, and that the drilling will help decrease the rising price of gas, which has reached $4 a gallon locally.	Beale says that he feels there is enough oil offshore that the U.S. does not need to invest in other fuel alternatives, and that the drilling will help decrease the rising price of gas, which has soared like a majestic eagle to $4 a gallon locally.

The problem is, we will not see that decrease for a long time coming.

Marcus O'Brien, president of Kaiser Policy Group, says offshore drilling will not solve the national oil crisis, because oil from those areas won't arrive anytime soon.

He adds that new drilling would produce only 7% more oil in 2030, and the impact on oil prices would be "insignificant."

Todd Brower, president of the environmental group Save our Shores, says the U.S. might as well invest in alternative sources of fuel.

Brower sees two basic problems from offshore drilling: pollution from everyday operations and oil spills from platforms, pipelines and tankers.

Brower claims that when oil is brought up from the ocean floor, toxic

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Great, because right now I have my car towed to work because it's cheaper than buying gas.

The problem is, we will not see that decrease for a long time coming.

Marcus O'Brien, president of Kaiser Policy Group, says offshore drilling will not solve the national oil crisis, because oil from those areas won't arrive anytime soon.

He adds that new drilling would produce only 7% more oil in 2030, and the impact on oil prices would be "insignificant."

You know, I used to use 800 gallons of oil to heat my home, but I've found I can keep comfortably warm for an entire winter with slightly over half that quantity of beer. It's all about alternatives.

Todd Brower, president of the environmental group Save our Shores, says the U.S. might as well invest in alternative sources of fuel, like wind and solar and the power harnessed from those hamsters running on those little wheels.

Brower sees two basic problems from offshore drilling: pollution from everyday operations and oil spills from platforms, pipelines and tankers.

That, and a possible plague of really buff hamsters.

Brower claims that when oil is brought up from the ocean floor, toxic

substances are too.
 	
     And spills cause more damage, with 8 to 10 million gallons of oil spilled yearly from land and sea.
	substances are too.
	
	     And spills cause more damage, with 8 to 10 million gallons of oil spilled yearly from land and sea.
	
	     Although when temperatures drop, cranes will need a good oil like Castrol to keep their wings and other parts loose.

Words: 299 No humorous interjections	Words: 430 (299+131) 7 humorous interjections
Both articles are against the proposal by Beale (anti offshore drilling, pro alternative fuels)	

Hard news Outro	Entertainment news Outro
Outro: Thank you for listening to WSUR. More news to come in the next half hour.	Outro: Thanks for listening to WSUR Radio...the entertainment medium that lets millions of people listen to the same joke at the same time, and yet remain lonesome.

Pilot Test Pre-questionnaire

Your personal feelings: Please answer how much you agree or disagree with the statements below about issues in general. You will indicate 1 if you strongly agree with the statement and you will indicate 11 if you strongly disagree. Remember, there are no right or wrong answers.

A. Immigrants, even those entering the country illegally, should be welcomed.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

B. Everyone should be concerned about the environment.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

C. Everyone deserves good health care.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

D. The government should lift its ban on offshore drilling.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

E. Health care should be available to all, regardless of someone's socio-economic level.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

F. The country needs to do more to stop illegal immigrants.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

G. Once a person graduates high school, the government no longer has a responsibility to that person's education.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

H. Individuals should pay for their own health care.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

I. Global warming is not a major issue that we should be concerned about.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

J. The government needs to do more to allow for anyone to receive a college education if he or she has the desire.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

K. Illegal immigrants should be sent back to their own nation.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

L. We should all do our part to help the environment by recycling.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

M. We should conserve our oil.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

N. Good health care is a right of every citizen in this country.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

O. Illegal immigrants are important to our economy.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

P. Not everyone is entitled to a college education.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

Q. The government needs to put more resources into finding alternative sources of energy, instead of relying on offshore drilling.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

R. Individuals do not need a college education.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

S. The government needs to do more to assist in saving the environment.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

T. Health care is the responsibility of the individual or his or her employer, not the government.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

U. Illegal immigrants are not hard working.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

V. Offshore drilling is a good idea.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

W. A person or his or her family are responsible for whether that person gets a college education.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

X. The government needs to do more to recycle.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

Y. The U.S. does not depend too much on oil.
Strongly Agree 1 2 3 4 5 6 7 8 9 10 11 Strongly Disagree

Demographic information: Here are some questions for classification purposes. Please indicate the answer that best describes you. Some of the questions ask for a written response. Feel free to answer the question as thoroughly as possible.

Z. What is the highest grade of school you have completed?
1. Less than high school
2. High school graduate
3. Some college
4. College graduate
5. Graduate work beyond college

AA. Are you:
1. Male
2. Female

BB. What race do you consider yourself?
1. Caucasian
2. African-American
3. Asian
4. American Indian
5. Hispanic or Latino
6. Other – please specify:_____

CC. What political party do you affiliate yourself with?
1. Republican
2. Democrat
3. Independent
4. Green
5. Liberal
6. Other

DD. How would you describe your strength with your affiliation with a political party?
1. Strong conservative
2. Mildly conservative
3. Middle of the road
4. Mildly liberal
5. Strong liberal

EE. In what year were you born?_____

FF. Where do you get most of your political news from?
1. Newspapers
2. Television
3. Magazines
4. Radio
5. Internet
6. Other – please specify:_____

GG.　　　How many days in the past week did you turn to that medium for information?
0. 0 days
1. 1 day
2. 2 days
3. 3 days
4. 4 days
5. 5 days
6. 6 days
7. 7 days

HH.　　　What newspaper, television station, magazine, radio station, Internet Web site, or magazine do you get most of your information from? _____

II. How many days in the past week did you turn to that medium for information?
0. 0 days
1. 1 day
2. 2 days
3. 3 days
4. 4 days
5. 5 days
6. 6 days
7. 7 days

JJ. What type of entertainment program do you watch most? _____

KK.　　　How many hours per day do you watch television?
1. 0 hours
2. Less than 1 hour a day
3. 1 to 3 hours per day
4. More than 3 hours but less than 7 hours per day
5. 7 hours or more per day

LL.　　　What is your favorite television show? _____
MM.　　　What is your favorite movie? _____
NN.　　　What is your favorite Internet Web site? _____

OO.　　　How many hours per day do you use the Internet?
1. 0 hours
2. Less than 1 hour a day
3. 1 to 3 hours per day
4. More than 3 hours but less than 7 hours per day
5. 7 hours or more per day

PP. What do use the Internet for mostly?
1. Studying/Schoolwork

2. Staying in touch with friends
3. Surfing the Web for information
4. Playing games
5. Keeping updated on national and international events
6. Other (be specific):_____

QQ. Do you have a social networking site, such as face book or MySpace?
1. Yes
2. No

RR. Have you heard of juicycampus.com, the Web site that allows individuals to post comments about others anonymously?
1. Yes
2. No

SS. What are your thoughts about juicycampus.com? _____

TT. What do you like to do in you spare time? _____

UU. What are some of your favorite hobbies? _____

Pilot Test Post-questionnaire

Reaction to news story: Now, I would like you to rate the news story you just read. Please rate these statements based on that news story. Circle the number that best represents your opinion.

A. The story was informative.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

B. The story was exaggerated.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

C. The story was amusing.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

D. The story was authentic.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

E. The story was hilarious.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

F. The story was enjoyable.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

G. The story was credible.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

H. The story was entertaining.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

I. The story was professional.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

J. The story was newsworthy.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

K. I would recommend this story to my friends.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Absolutely

L. I would be likely to return to this story myself.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Absolutely

APPENDIX D

Dissertation Pre-questionnaire

Your personal feelings: Please assess your feelings toward five issues based on five statements. You will indicate 1 if you strongly disagree with the statement and you will indicate 11 if you strongly agree with the statement. For each statement, you also will indicate how certain are you of your opinion toward the issue and how important the issue is to you. You will indicate 1 if you are not at all certain about your opinion about the issue being proposed in the statement or you find the issue not at all important. You will indicate 11 if you are extremely certain about your opinion about the issue being proposed in the statement or you find the issue extremely important. Remember, there are no right or wrong answers.

A. I believe that the United States should welcome immigrants into the country, even those entering the country illegally.
Strongly Disagree 1 2 3 4 5 6 7 8 9 10 11 Strongly Agree

   a. How certain are you about your opinion on this issue?
Not At All Certain 1 2 3 4 5 6 7 8 9 10 11 Extremely Certain

   b. How important is this issue to you?
Not At All Important 1 2 3 4 5 6 7 8 9 10 11 Extremely Important

B. The government should allow more offshore drilling.
Strongly Disagree 1 2 3 4 5 6 7 8 9 10 11 Strongly Agree

   a. How certain are you about your opinion on this issue?
Not At All Certain 1 2 3 4 5 6 7 8 9 10 11 Extremely Certain

   b. How important is this issue to you?
Not At All Important 1 2 3 4 5 6 7 8 9 10 11 Extremely Important

C. The government should assist individuals who want a college education.
Strongly Disagree 1 2 3 4 5 6 7 8 9 10 11 Strongly Agree

   a. How certain are you about your opinion on this issue?
Not At All Certain 1 2 3 4 5 6 7 8 9 10 11 Extremely Certain

   b. How important is this issue to you?
Not At All Important 1 2 3 4 5 6 7 8 9 10 11 Extremely Important

D. The government should provide health care to all citizens in the United States.
Strongly Disagree 1 2 3 4 5 6 7 8 9 10 11 Strongly Agree

   a. How certain are you about your opinion on this issue?

Not At All Certain 1 2 3 4 5 6 7 8 9 10 11 Extremely Certain

 b. How important is this issue to you?
Not At All Important 1 2 3 4 5 6 7 8 9 10 11 Extremely Important

E. The government needs to do more to protect our environment.
Strongly Disagree 1 2 3 4 5 6 7 8 9 10 11 Strongly Agree

 a. How certain are you about your opinion on this issue?
Not At All Certain 1 2 3 4 5 6 7 8 9 10 11 Extremely Certain

 b. How important is this issue to you?
Not At All Important 1 2 3 4 5 6 7 8 9 10 11 Extremely Important

Demographic information: Here are some questions for classification purposes. Please indicate the answer that best describes you. Some of the questions ask for a written response. Feel free to answer the question as thoroughly as possible.

F. What is the highest grade of school you have completed?
 6. Less than high school
 7. High school graduate
 8. Some college
 9. College graduate
 10. Graduate work beyond college

G. Are you:
 1. Male
 2. Female

H. What race do you consider yourself?
 7. Caucasian
 8. African-American
 9. Asian
 10. American Indian
 11. Hispanic or Latino
 12. Other – please specify:_____

I. What political party do you affiliate yourself with?
 7. Republican
 8. Democrat
 9. Independent
 10. Green
 11. Liberal
 12. Other

J. How would you describe your strength with your affiliation with a political party?

1. Strong conservative
2. Mildly conservative
3. Middle of the road
4. Mildly liberal
5. Strong liberal

K. In what year were you born?_____

L. Where do you get most of your political news from?
1. Newspapers
2. Television
3. Magazines
4. Radio
5. Internet
6. Other – please specify:_____

M. How many days in the past week did you turn to that medium for information?
0. 0 days
1. 1 day
2. 2 days
3. 3 days
4. 4 days
5. 5 days
6. 6 days
7. 7 days

N. What newspaper, television station, magazine, radio station, Internet Web site, or magazine do you get most of your information from? _____

O. How many days in the past week did you turn to that medium for information?
0. 0 days
1. 1 day
2. 2 days
3. 3 days
4. 4 days
5. 5 days
6. 6 days
7. 7 days

P. What type of entertainment program do you watch most? _____

Q. How many hours per day do you watch television?
1. 0 hours
2. Less than 1 hour a day
3. 1 to 3 hours per day

4. More than 3 hours but less than 7 hours per day
5. 7 hours or more per day

R. What is your favorite television show? _____

S. What is your favorite movie? _____

T. What is your favorite Internet Web site? _____

U. How many hours per day do you use the Internet?
    1. 0 hours
    2. Less than 1 hour a day
    3. 1 to 3 hours per day
    4. More than 3 hours but less than 7 hours per day
    5. 7 hours or more per day

V. What do use the Internet for mostly?
    1. Studying/Schoolwork
    2. Staying in touch with friends
    3. Surfing the Web for information
    4. Playing games
    5. Keeping updated on national and international events
    6. Other (be
       specific):_____

W. Do you have a social networking site, such as face book or MySpace?
    1. Yes
    2. No

X. Have you heard of juicycampus.com, the Web site that allows individuals to post comments about others anonymously?
    1. Yes
    2. No

Y. What are your thoughts about juicycampus.com? _____

Z. What do you like to do in you spare time? _____

AA.   What are some of your favorite hobbies? _____

Sudoku Distraction

Each [Sudoku](#) has a unique solution that can be reached logically without guessing. Enter digits from 1 to 9 into the blank spaces. Every row must contain one of each digit. So must every column, as must every 3x3 square.

Here is the puzzle. Good luck!

4				5	8	3	7	1
		1	7			5		2
5	7				1	4		
	8	9		7				
			8		2			
				6		9	1	
		7	3				9	6
8		3			7	2		
9	1	5	4	2				7

APPENDIX F1

Dissertation Post-questionnaire 1

Issue importance: Please answer the following questions.

    A. What is the most important issue facing the nation?_____
    B. What is the second most important issue facing the nation?_____
    C. What is the third most important issue facing the nation?_____

Feelings toward issue importance: Please answer the following questions with regards to the most important issues you listed above.

    D. Why do you feel that this is the most important issue facing the nation? Why did you list this issue as the most important?_____
    E. Why do you feel that this is the second most important issue facing the nation? Why did you list this issue as the second most important?_____
    F. Why do you feel that this is the third important issues facing the nation? Why did you list this issue as the third most important?_____

Impression: I would like to get your impression of certain issues:
    G. How do you feel about the abstinence-only program?_____
    H. How do you feel about Senator Joseph Beale's proposal?_____
    I. How do you feel about violent video games?_____

Reaction to the news story: Now, I would like you to rate the news story you just heard about the abstinence-only program. You will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

    J. The information was informative.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

    K. The information was exaggerated.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

    L. The information was amusing.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

    M. The information was authentic.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

    N. The information was hilarious.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

    O. The information was enjoyable.
    Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

P. The information was credible.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

Q. The information was entertaining.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

R. The information seemed real to me.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

S. The information was newsworthy.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

Reaction to another news story: I would like you to rate each of the statements based on the news story you just heard about the proposal by Wyoming Senator Joseph Beale. Again, you will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

T. The information was informative.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

U. The information was exaggerated.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

V. The information was amusing.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

W. The information was authentic.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

X. The information was hilarious.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

Y. The information was enjoyable.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

Z. The information was credible.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

AA.   The information was entertaining.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

BB.   The information seemed real to me.
Not at all 1 2 3 4 5 6 7 8 9 10 11 Extreme

CC.   The information was newsworthy.

Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

Reaction to the final news story: I would like you to rate each of the statements based on the news story you just heard about violent video games. Again, you will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

DD.   The information was informative.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

EE.   The information was exaggerated.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

FF. The information was amusing.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

GG.   The information was authentic.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

HH.   The information was hilarious.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

II. The information was enjoyable.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

JJ. The information was credible.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

KK.   The information was entertaining.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

LL.   The information seemed real to me.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

MM.   The information was newsworthy.
Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

Approval rating of the president: Please answer the following questions.

NN.   Do you approve or disapprove of the way former President George W. Bush handled the country?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

OO. Do you feel that President former George W. Bush was knowledgeable about issues in the country?
1. He is very knowledgeable
2. He is somewhat knowledgeable
3. Neither knowledgeable or unknowledgeable
4. He is somewhat unknowledgeable
5. He is very unknowledgeable

PP. Do you feel that former President George W. Bush was competent in his handling issues in the country?

1. He is very competent
2. He is somewhat competent
3. Neither competent or incompetent
4. He is somewhat incompetent
5. He is very incompetent

QQ. Do you feel former President George W. Bush had integrity?
1. He has a lot of integrity
2. He has some integrity
3. Neither integrity or lack of integrity
4. He lacks some integrity
5. He lacks a lot of integrity

RR. Do you feel former President George W. Bush was a moral leader?
1. He is a very moral leader
2. He is a somewhat moral leader
3. Neither moral or immoral
4. He is somewhat an immoral leader
5. He is a very immoral leader

SS. Do you approve or disapprove of the way former President George W. Bush handled the economy?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

TT. Do you approve or disapprove of the way former President George W. Bush handled education?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

UU. Do you approve or disapprove of the way former President George W. Bush handled offshore drilling?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

VV. Do you approve or disapprove of the way former President George W. Bush handled the environment?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

WW. Do you approve or disapprove of the way former President George W. Bush handled health care?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

XX. Do you approve or disapprove of the way former President George W. Bush handled immigration?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

Approval rating of the newly elected president: We recently have undergone the 2008 presidential election. I want to see how you feel the newly-elected president, Barack Obama, will handle the issues facing the nation. Please think about how you feel Obama will do in the next four years as president.

YY. Do you think you President Barack Obama will do a good or bad job in handling the country?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

ZZ.　　Do you think President Barack Obama will be knowledgeable about issues in the country?
1. He will be very knowledgeable
2. He will be somewhat knowledgeable
3. Neither knowledgeable or unknowledgeable
4. He will be somewhat unknowledgeable
5. He will be very unknowledgeable

AAA.　　Do you think President Barack Obama will be competent in his handling issues in the country?
1. He will be very competent
2. He will be somewhat competent
3. Neither competent or incompetent
4. He will be somewhat incompetent
5. He will be very incompetent

BBB.　　Do you think President Barack Obama will have integrity?

1. He will have a lot of integrity
2. He will have some integrity
3. Neither integrity or lack of integrity
4. He will lack some integrity
5. He will lack a lot of integrity

CCC.　　Do you think President Barack Obama will be a moral leader?
1. He will be a very moral leader
2. He will be a somewhat moral leader
3. Neither moral or immoral
4. He will be a somewhat immoral leader
5. He will be a very immoral leader

DDD.　　Do you think you President Barack Obama will do a good or bad job handling the economy?

1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

EEE.　　Do you think you President Barack Obama will do a good or bad job handling education?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job

5. Very bad job

FFF. Do you think you President Barack Obama will do a good or bad job handling energy needs?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

GGG. Do you think you President Barack Obama will do a good or bad job handling the environment?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

HHH. Do you think you President Barack Obama will do a good or bad job handling health care?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

III. Do you think you President Barack Obama will do a good or bad job handling immigration?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

JJJ. In your own words, what is the purpose of this study?_____

APPENDIX F2

Dissertation Post-questionnaire 2

Approval rating of the president: Please answer the following questions.

A. Do you approve or disapprove of the way former President George W. Bush handled the country?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

B. Do you feel that former President George W. Bush was knowledgeable about issues in the country?
1. He is very knowledgeable
2. He is somewhat knowledgeable
3. Neither knowledgeable or unknowledgeable
4. He is somewhat unknowledgeable
5. He is very unknowledgeable

C. Do you feel that former President George W. Bush was competent in his handling issues in the country?

1. He is very competent
2. He is somewhat competent
3. Neither competent or incompetent
4. He is somewhat incompetent
5. He is very incompetent

D. Do you feel former President George W. Bush had integrity?
1. He has a lot of integrity
2. He has some integrity
3. Neither integrity or lack of integrity
4. He lacks some integrity
5. He lacks a lot of integrity

E. Do you feel former President George W. Bush was a moral leader?
1. He is a very moral leader
2. He is a somewhat moral leader
3. Neither moral or immoral
4. He is somewhat an immoral leader
5. He is a very immoral leader

F. Do you approve or disapprove of the way former President George W. Bush handled the economy?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

G. Do you approve or disapprove of the way former President George W. Bush handled education?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

H. Do you approve or disapprove of the way former President George W. Bush handled offshore drilling?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

I. Do you approve or disapprove of the way former President George W. Bush handled the environment?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

J. Do you approve or disapprove of the way former President George W. Bush handled health care?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove
5. Strongly disapprove

K. Do you approve or disapprove of the way former President George W. Bush handled immigration?
1. Strongly approve
2. Approve
3. Neither approve or disapprove
4. Disapprove

5. Strongly disapprove

Approval rating of the newly elected president: We recently have undergone the 2008 presidential election. I want to see how you feel the newly-elected president, Barack Obama, will handle the issues facing the nation. Please think about how you feel Obama will do in the next four years as president.

L. Do you think you President Barack Obama will do a good or bad job in handling the country?
1. Very good job
2. Good job
3. Neither good or bad
4. Bad job
5. Very bad job

M. Do you think President Barack Obama will be knowledgeable about issues in the country?
1. He will be very knowledgeable
2. He will be somewhat knowledgeable
3. Neither knowledgeable or unknowledgeable
4. He will be somewhat unknowledgeable
5. He will be very unknowledgeable

N. Do you think President Barack Obama will be competent in his handling issues in the country?
1. He will be very competent
2. He will be somewhat competent
3. Neither competent or incompetent
4. He will be somewhat incompetent
5. He will be very incompetent

O. Do you think President Barack Obama will have integrity?

1. He will have a lot of integrity
2. He will have some integrity
3. Neither integrity or lack of integrity
4. He will lack some integrity
5. He will lack a lot of integrity

P. Do you think President Barack Obama will be a moral leader?
1. He will be a very moral leader
2. He will be a somewhat moral leader
3. Neither moral or immoral
4. He will be a somewhat immoral leader
5. He will be a very immoral leader

Q. Do you think you President Barack Obama will do a good or bad job handling the economy?

6. Very good job
7. Good job
8. Neither good or bad
9. Bad job
10. Very bad job

R. Do you think you President Barack Obama will do a good or bad job handling education?
6. Very good job
7. Good job
8. Neither good or bad
9. Bad job
10. Very bad job

S. Do you think you President Barack Obama will do a good or bad job handling energy needs?
6. Very good job
7. Good job
8. Neither good or bad
9. Bad job
10. Very bad job

T. Do you think you President Barack Obama will do a good or bad job handling the environment?
6. Very good job
7. Good job
8. Neither good or bad
9. Bad job
10. Very bad job

U. Do you think you President Barack Obama will do a good or bad job handling health care?
6. Very good job
7. Good job
8. Neither good or bad
9. Bad job
10. Very bad job

V. Do you think you President Barack Obama will do a good or bad job handling immigration?
6. Very good job
7. Good job
8. Neither good or bad

9. Bad job
10. Very bad job

Issue importance: Please answer the following questions.

W. What is the most important issue facing the nation?_____

X. What is the second most important issue facing the nation?_____

Y. What is the third most important issue facing the nation?_____

Issue Importance: Please answer the following questions with regards to the most important issues you listed above.

Z. Why do you feel that this is the most important issue facing the nation? Why did you list this issue as the most important?_____

AA.　　　Why do you feel that this is the second most important issue facing the nation? Why did you list this issue as the second most important?_____

BB.　　　Why do you feel that this is the third important issues facing the nation? Why did you list this issue as the third most important?_____

Impression: I would like to get your impression of certain issues:

CC.　　　How do you feel about the abstinence-only program?_____

DD.　　　How do you feel about Senator Joseph Beale's proposal?_____

EE.　　　How do you feel about violent video games?_____

Reaction to the news stories: Now, I would like you to rate the news story you just heard about the abstinence-only program. You will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

FF. The information was informative.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

GG.　　　The information was exaggerated.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

HH.　　　The information was amusing.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

II. The information was authentic.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

JJ. The information was hilarious.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

KK.　　　The information was enjoyable.
　　Not at all 1　2　3　4　5　6　7　8　9　10　11　Extreme

LL.　　　The information was credible.

Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

MM.   The information was entertaining.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

NN.   The information seemed real to me.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

OO.   The information was newsworthy.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

Reaction to the news stories: I would like you to rate each of the statements based on the news story you just heard about the proposal by Wyoming Senator Joseph Beale. Again, you will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

PP. The information was informative.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

QQ.   The information was exaggerated.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

RR.   The information was amusing.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

SS. The information was authentic.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

TT.   The information was hilarious.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

UU.   The information was enjoyable.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

VV.   The information was credible.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

WW.   The information was entertaining.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

XX.   The information seemed real to me.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

YY.   The information was newsworthy.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

Reaction to the final news story: I would like you to rate each of the statements based on the news story you just heard about violent video games. Again, you will rate your reaction for each statement on an 11 point scale with 1 being "not at all" and 11 being "extreme."

ZZ.   The information was informative.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

AAA.   The information was exaggerated.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

BBB.   The information was amusing.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

CCC.   The information was authentic.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

DDD.   The information was hilarious.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

EEE.   The information was enjoyable.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

FFF.   The information was credible.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

GGG.   The information was entertaining.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

HHH.   The information seemed real to me.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

III. The information was newsworthy.
    Not at all 1   2   3   4   5   6   7   8   9   10   11   Extreme

JJJ.   In your own words, what is the purpose of this study?_____

APPENDIX G

Dissertation Codebook

The experiment attempted to determine which presentation style of news stories, hard news versus entertainment news, have more of an influence on public opinion. Participants were randomly assigned to receive a radio address either presented as hard news or entertainment news. You will code their open-ended responses to assist me in determining whether presentation style influences public opinion. You will not know which condition the participants received, but you will know what issue they received in order to help with coding.

All participants heard stories on an abstinence-only program, as well as a new bill that would limit the sale of violent video games to minors. Half of the participants were randomly assigned to hear news stories about one of three issues: a health care proposal that would require employers to provide health care to employees; an immigration proposal that would create an Illegal Immigration Enforcement Agency that would hunt down illegal immigrants; and an oil drilling proposal that would call for more offshore drilling.

I am asking that each of my coders analyze all of the open-ended responses. Each participant answered either eight or nine open-ended responses. I had a total of 150 participants. You will have different word documents to access and I have made sure that you know which word document to analyze. Word document A First Issue, Word Document B Second Issue, and Word Document C Third issue contain what participants coded as being the most important issues in the nation, as well as why those issues are the most important. Word Documents D Abstinence, Word Documents E Video Games, Word Documents F Health Care, Word Document G Immigration, and Word Documents H Oil contain the participants' impressions of the news stories themselves. Word documents Attributes contain the list of attributes used in each individual news story which you will use to analyze their open-ended responses.

With any content analysis, I do not want you to code for more than a few hours a time. Coders can become fatigued, which would lower reliability; therefore, please only code a few hours at a time, and then take a break. When you return to coding, I want you to read the instruction booklet again. All of your answers will be directly coded into an excel spreadsheet. All of the questions are lettered. You will indicate the answer under the corresponding letter in the excel spreadsheet. Each of the responses will be coded under one participants' identification number. All of the identification numbers are listed in each of the word documents to ensure that you code the participants' answers correctly under their corresponding identification number.

The definitions below will assist you in coding of responses:
Attributions: You will have a list of yes and no questions for each story. You will count the number of yes for each participant's open-ended responses and that will indicate how many attributes are listed in the response. For example, if you answer yes to five of the questions for participant 008, then you will indicate that that individual used five attributes.
Issue One, Issue Two, and Issue Three: Participants were asked to list the three most important issues facing the nation. Individuals could indicate certain issues not contained in any of the news stories, such as the economy, the recession, or job loss.

However, some did indicate one of the five issues. Abstinence could include comments about teenage sex. Health care could include comments about universal health care but do not code health care if the participant wrote Medicare or health. Oil could include comments about energy, gas, and alternative fuels. Do not code environment or anything related to that as oil.

Why is issue one (issue two, issue three) the (second, third) most important issue facing the nation: Participants were asked to explain why they listed the issues as the most important facing the nation. You will indicate how many attributes that individuals might list from the news story in their answers. You also will indicate the tone of their response, positive, negative, neutral, or irrelevant, to determine how they felt about the overall issue.

Impressions of (Abstinence, Video Game, Health Care, Immigration, Oil) news story: Participants were asked to give their impressions of the news stories they heard. You will analyze the tone of their response, positive, negative, neutral, or irrelevant, to determine how they felt about the overall issue. You also will analyze how many attributes, if any, they discussed in their answers.

Tone: You will code the tone of their overall response. Positive means that they are positive toward the policy related to the issue. Positive comments mean the participant appears positive toward abstinence-only programs, regulating violent videogames, forcing companies to provide healthcare, creating an agency to deal with illegal immigrants, and offshore drilling. Negative comments are opposite of the positive comments showing that the participant disagrees with abstinence-only programs, regulating violent videogames, forcing companies to provide healthcare, creating an agency to deal with illegal immigrants, and offshore drilling.

Neutral comments mean participants write both positive and negative comments about the issues for abstinence-only programs. For example, if participants write that they agree with abstinence-only programs, but would like to see some classroom devotion to teaching about STDs and how to prevent them, you would code this as neutral. Also, you would code neutral if the participant writes that he or she is not sure of his or her opinion. If the individual supports the proposal with the issues of video game, immigration, health care, or offshore drilling, but writes about a concern that he or she has with implementation, this would be coded as positive, not neutral. Participants, who fail to write anything about the issue, code their response as made irrelevant comments. For example, if the participant wrote that they could not remember the issue, or write about the wrong issue, code them as making irrelevant comments.

Actual Coding:
   A. Please indicate your number below as the coder.
      1. Erin   3. Natasha
      2. Jennifer

   B. Please code the number associated with the participant's response, which can be found in any of the word files under "Participant's number."

Directions: Now, go to the word file A First Issue: answer the following questions based on this word document. All of the questions below, questions B through G, are based on this word document.

C. Under the column "Issue One," which of the five issues, if any, does the participant mention as the number one issue facing the nation? If you answer that they mentioned none of the issues, please go to question F and G. If you answer that the participant mentioned one of the issues, please go to question C, D, and E.
   1. Abstinence
   2. Video Games
   3. Health Care
   4. Immigration
   5. Oil
   6. No mention of one of these issues

D. Under the column "why is Issue one the most important issue facing the nation," does the participant specifically mention the radio address when discussing the issue?
   1. Yes
   2. No

E. Under the Column "why is issue one the most important issue facing the nation," how many attributes does the participant mention as attributes related to the issue that directly relates to the news story, even if they do not specifically mention the radio address? You should use the word document Attributes to answer this question.
   1. 1
   2. 2
   3. 3
   4. 4
   5. 5
   6. 6
   7. 7
   8. 8
   9. 9
   10. 10
   11. Zero

F. Under the Column "why is issue one the most important issue facing the nation," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address? Look at the tone document to determine the answer.
   1. Positive
   2. Negative
   3. Neutral
   4. Made irrelevant comments

G. Under the column "why is issue one the most important issue facing the nation," does the participant mention the issue in their answers even if they did not put the issue as the most important? For example, often when participants wrote the environment was the most important, they wrote that oil or energy conservation were important factors in the environment. When individuals cited the economy, they may have noted the issue Health care in their response. You would code both of these examples as yes. Also, if the individual wrote about Healthcare, then mentioned immigration in their answer, indicate yes.
   1. Yes

2. No

H. If you answered yes to question F, then indicate which issue participants mentioned in their answer. You may have an issue where the participant talked about the economy, and in their answer, mentioned both healthcare and immigration. You may put both answers in the column, just separate the two numbers by a common.
   1. Abstinence
   2. Video Games
   3. Health Care
   4. Immigration
   5. Oil

Directions: Now, go to the word file B Second Issue: answer the following questions based on this word document. All of the questions below, questions H through M, are based on this word document.

I. Under the column "Issue Two," which of the five issues, if any, does the participant mention as the number two issue facing the nation? If you answer that they mentioned none of the issues, please go to question L and M. If you answer that the participant mentioned one of the issues, please go to question I, J, and K.
    1. Abstinence
    2. Video Games
    3. Health Care
    4. Immigration
    5. Oil
    6. No mention of one of these issues

J. Under the column "why is Issue two the second most important issue facing the nation," does the participant specifically mention the radio address when discussing the issue?
    1. Yes
    2. No

K. Under the Column "why is issue two the second most important issue facing the nation," how many attributes does the participant mention as attributes related to the issue that directly relates to the news story, even if they do not specifically mention the radio address? You should use the word document Attributes to answer this question.
    1. 1
    2. 2
    3. 3
    4. 4
    5. 5
    6. 6
    7. 7
    8. 8
    9. 9
    10. 10
    11. Zero

L. Under the Column "why is issue two the second most important issue facing the nation," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address? Look at the tone document to determine the answer.
    1. Positive
    2. Negative
    3. Neutral
    4. Made irrelevant comments

M. Under the column "why is issue two the second most important issue facing the nation," does the participant mention the issue in their answers even if they did not put the issue as the most important? For example, often when participants wrote the environment was the most important, they wrote that oil or energy conservation were important factors in the environment. When individuals cited the economy, they may have noted the issue of Health care in their response. You would code both of these

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examples as yes. Also, if the individual wrote about Healthcare, then mentioned immigration in their answer, indicate yes.
1. Yes
2. No

N. If you answered yes to question L, then indicate which issue participants mentioned in their answer. You may have an issue where the participant talked about the economy, and in their answer, mentioned both healthcare and immigration. You may put both answers in the column, just separate the two numbers by a common.
1. Abstinence
2. Video Games
3. Health Care
4. Immigration
5. Oil

Directions: Now, go to the word file C Third Issue: answer the following questions based on this word document. All of the questions below, questions N through S, are based on this word document.

O. Under the column "Issue Three," which of the five issues, if any, does the participant mention as the number one issue facing the nation? If you answer that they mentioned none of the issues, please go to question R and S. If you answer that the participant mentioned one of the issues, please go to question O, P, and Q.
    1. Abstinence
    2. Video Games
    3. Health Care
    4. Immigration
    5. Oil
    6. No mention of one of these issues

P. Under the column "why is Issue three the third most important issue facing the nation," does the participant specifically mention the radio address when discussing the issue?
    1. Yes
    2. No

Q. Under the Column "why is issue three the third most important issue facing the nation," how many attributes does the participant mention as attributes related to the issue that directly relates to the news story, even if they do not specifically mention the radio address? You should use the word document Attributes to answer this question.
    1. 1
    2. 2
    3. 3
    4. 4
    5. 5
    6. 6
    7. 7
    8. 8
    9. 9
    10. 10
    11. Zero

R. Under the Column "why is issue three the most important issue facing the nation," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address? Look at the issue that you noted in question B. Use the matrix below. Determine what the tone of the response is, by looking down the column in the matrix to determine what corresponds with the response. Then move across the row to determine what tone that corresponds to. Note that number as the tone of the participant's answer.
    1. Positive
    2. Negative
    3. Neutral
    4. Made irrelevant comments

S. Under the column "why is issue three the third most important issue facing the nation," does the participant mention the issue in their answers even if they did not put the issue as the most important? For example, often when participants wrote the environment was the most important, they wrote that oil or energy conservation were

important factors in the environment. When individuals cited the economy, they may have noted the issue of Health care in their response. You would code both of these examples as yes. Also, if the individual wrote about Healthcare, then mentioned immigration in their answer, indicate yes.

1. Yes
2. No

T. If you answered yes to question R, then indicate which issue participants mentioned in their answer. You may have an issue where the participant talked about the economy, and in their answer, mentioned both healthcare and immigration. You may put both answers in the column, just separate the two numbers by a common.

1. Abstinence
2. Video Games
3. Health Care
4. Immigration
5. Oil

U. Under the column "Impressions of the Abstinence news story," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address?
    1. Positive toward an abstinence only program
    2. Negative toward an abstinence only program
    3. Neutral toward an abstinence only program
    4. Participant made irrelevant comments about an abstinence only program

V. Under the column "Impressions of the Abstinence news story," does the participant appear to use attributes indicated in the news story? You should use the word document Attributes to answer this question.
    1. 1
    2. 2
    3. 3
    4. 4
    5. 5
    6. 6
    7. 7
    8. 8
    9. 9
    10. 10
    11. Zero

W. Under the column "Impressions of the Abstinence news story," does the participant appear to remember the radio address? Only indicate no if the participants write that they cannot remember the information or they write about the wrong issue (such as writing about video games rather than abstinence). Indicate yes if they write anything about the issue, even if they write that they "accept it" or "hate it."
    1. Yes
    2. No

X. Under the column "Impressions of the Abstinence news story," does the participant appear to specifically refer to the radio address?
    1. Yes
    2. No

Directions: Now, go to the word file E Video Games: answer the following questions based on this word document.

Y. Under the column "Impressions of the video games news story," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address?
    1. Positive toward law making it illegal to sell video games to minors
    2. Negative toward law making it illegal to sell video games to minors
    3. Neutral toward law making it illegal to sell video games to minors
    4. Participant made irrelevant comments about the law making it illegal to sell video games to minors

Z. Under the column "Impressions of the video games news story," does the participant appear to use attributes indicated in the news story? You should use the word document Attributes to answer this question.
    1. 1   7. 7
    2. 2   8. 8
    3. 3   9. 9
    4. 4   10. 10
    5. 5   11. Zero
    6. 6

AA.   Under the column "Impressions of the video games news story," does the participant appear to remember the radio address? Note: Only indicate no if the participants write that they cannot remember the information or they write about the wrong issue (such as writing about abstinence rather than video games). Indicate yes if they write anything about the issue, even if they write that they "accept it" or "hate it."
    1. Yes
    2. No

BB.   Under the column "Impressions of the video games news story," does the participant appear to specifically refer to the radio address?
    1. Yes
    2. No

Directions: Now, go to the word file F Health Care: answer the following questions based on this word document.

CC.　　　Under the column "Impressions of the health care news story," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address?
1. Positive toward forcing companies to provide health care
2. Negative toward forcing companies to provide health care
3. Neutral toward forcing companies to provide health care
4. Participant made irrelevant comments about forcing companies to provide health care

DD.　　　Under the column "Impressions of the health care news story," does the participant appear to use attributes indicated in the news story? You should use the word document Attributes to answer this question.
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9
10. 10
11. Zero

EE. Under the column "Impressions of the health care news story," does the participant appear to remember the radio address? Note: Only indicate no if the participants write that they cannot remember the information or they write about the wrong issue (such as writing about abstinence rather than health care). Indicate yes if they write anything about the issue, even if they write that they "accept it" or "hate it."
1. Yes
2. No

FF. Under the column "Impressions of the health care news story," does the participant appear to specifically refer to the radio address?
1. Yes
2. No

Directions: Now, go to the word file G Immigration: answer the following questions based on this word document.

GG.   Under the column "Impressions of the immigration news story," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address?
1. Positive toward creating the illegal immigration enforcement agency
2. Negative toward creating the illegal immigration enforcement agency
3. Neutral toward creating the illegal immigration enforcement agency
4. Participant made irrelevant comments about creating the illegal immigration enforcement agency

HH.   Under the column "Impressions of the immigration news story," does the participant appear to use attributes indicated in the news story? You should use the word document Attributes to answer this question.
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9
10. 10
11. Zero

II. Under the column "Impressions of the immigration news story," does the participant appear to remember the radio address? Note: Only indicate no if the participants write that they cannot remember the information or they write about the wrong issue (such as writing about abstinence rather than immigration). Indicate yes if they write anything about the issue, even if they write that they "accept it" or "hate it."
1. Yes
2. No

JJ. Under the column "Impressions of the immigration news story," does the participant appear to specifically refer to the radio address?
1. Yes
2. No

Directions: Now, go to the word file H Oil: answer the following questions based on this word document.

KK.   Under the column "Impressions of the Oil news story," does the participant appear to be positive, negative, or neutral toward the information presented in the radio address?
1. Positive toward offshore drilling
2. Negative toward offshore drilling
3. Neutral toward offshore drilling
4. Participant made irrelevant comments about offshore drilling

LL. Under the column "Impressions of the oil news story," does the participant appear to use attributes indicated in the news story? You should use the word document Attributes to answer this question.
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9
10. 10
11. Zero

MM.   Under the column "Impressions of the oil news story," does the participant appear to remember the radio address? Note: Only indicate no if the participants write that they cannot remember the information or they write about the wrong issue (such as writing about abstinence rather than oil). Indicate yes if they write anything about the issue, even if they write that they "accept it" or "hate it."
1. Yes
2. No

NN.   Under the column "Impressions of the immigration news story," does the participant appear to specifically refer to the radio address?
1. Yes
2. No

APPENDIX H

Tone

　　　　Use the Matrix below to determine the tone of comments made by the participants. Look at the issue that you noted. Use the matrix below. Determine what the tone of the response is, by looking down the column in the matrix to determine what corresponds with the response. Then move across the row to determine what tone that corresponds to. Note that number as the tone of the participant's answer.

Across: Issue Down: Tone	Abstinence	Video Games	Health Care	Immigration	Oil
1. Positive	Toward an abstinence-only program	Toward making it illegal to sell video games to minors	Toward forcing companies to provide health care	Toward creating the Illegal Immigration Enforcement Agency	Toward offshore drilling
2. Negative	Toward an abstinence-only program	Toward making it illegal to sell video games to minors	Toward forcing companies to provide health care	Toward creating the Illegal Immigration Enforcement Agency	Toward offshore drilling
3. Neutral	Toward an abstinence-only program	Toward making it illegal to sell video games to minors	Toward forcing companies to provide health care	Toward creating the Illegal Immigration Enforcement Agency	Toward offshore drilling
4. Made irrelevant comment	Toward an abstinence-only program	Toward making it illegal to sell video games to minors	Toward forcing companies to provide health care	Toward creating the Illegal Immigration Enforcement Agency	Toward offshore drilling

　　　　Coding Tone: When you code for the tone of the information, make sure that the information is relevant to the issue itself. If the participant says something like "I hate video games," that is not negative because that has nothing to do with making it illegal to sell video games to minors. If the participant writes something like "I hate video games and I like the law to make it illegal to sell the games to children," that would be positive, because they are talking about the actual issue, and are positive toward it.
　　　　Also, when coding for tone, take the entire comment into effect. If they write that they agree with the measure being discussed in the news story, then they are positive. If they write that they do not agree with the measures being discussed in the news story, then they

are negative. If they write that they are both positive and negative toward the abstinence-only program, then they are neutral. Also, indicate neutral if they write that they are undecided toward their feelings toward the measure being discussed. For example is if individuals write that they believe abstinence-only programs should be taught alongside comprehensive-sex education programs. Indicate this as neutral. If the participants just write something like "I don't like the issue" code this as negative. They do not need to refer directly to the issue when they write something like this. Also, if they write they have no opinion, indicate this as neutral (since that is the definition of neutral).

One more issue to note when dealing with tone. Neutral for the other four issues, video game, health care, immigration, and oil, are treated differently for neutral tone. If, under the video game issue, they write that they like the idea of a proposal to limit the sale of video games to minors, indicate this as positive, even if they indicate that parents also have a responsibility. In these cases, they can be positive toward the proposal, but believe that parents should have more responsibility as well. If they indicate that regulations or someone should limit the sale of video games, even if they do not list the government specifically, indicate this as positive toward the issue. Indicate negative if they state that parents should limit their children's access to video games, because they are saying that parents should oversee this and not the government.

Treat health care, immigration and oil similarly to video games. For example, if the participant writes that they like the proposal, and employers should provide health care, then code that as positive. Even if the participant indicates that they worry that employers will not provide health care, or the worry about the incentives, still code this as positive. With immigration, if they write that the plan is logical, but worry about the implementation, still code this as positive. With oil, do it similarly. If they write that more oil drilling is needed, with more money for alternative energy, then code as positive. The thing is that they are agreeing with the issue overall, so it is possible. Code negative comments that indicate they are against it, find the proposal illogical or ineffective. Code the neutral comments only those that indicate they are unsure about the proposal. Health care will be coded as individuals who write that they are for abstinence-only programs as positive. If they write that they think abstinence-only programs don't work, and then code this as negative. Code comments that say abstinence should be taught in a safe sex program, code this as neutral.

Again, irrelevant comments are comments that have nothing to do with the measures in the news story. Only code irrelevant if they write things not directly related to the issues at hand (abstinence-only programs, selling video games to minors, employers providing healthcare, the illegal immigration enforcement agency, and drilling for oil). For example, if they write that everyone deserves healthcare, but they do not discuss that the government or employers should provide healthcare, then the comments are irrelevant toward the issue. Also indicate irrelevant comments if they write about one issue when they should be writing about another issue (such as writing about video games when they should be writing about healthcare). Irrelevant comments are, by definition, comments that have nothing to do with the issue themselves.

APPENDIX I

Attributes

You will have to code the attributes presented in each of the participant's open-ended responses. For example, participant 008 wrote "I feel that violent video games are an issue, but that violent movies and television shows affect children more. I like the proposal to make sure underage children can't buy video games, but I feel the problem lies with the parents and that kids will still have access to them." Look at the video game attribute list.

The participant wrote about videogames, so that is yes to number one. The participant also wrote about children's exposure to videogames, and the new state limits, so that is yes to number two and three. The participant wrote about stricter limits on video games, children seeing inappropriate material, and parents needing to have control. So that is yes to questions 4, 5, and 8. They wrote about children having access to video games, so that is yes to question 7. Finally, you can determine that since they like the proposal about the underage children buying video games and that relates to government control over video games. That means yes to question 9. They did not write anything about Video 4 less, question 6. They also wrote nothing about the numbers of people playing video games, question 10. So there are three nos. That means there are 8 attributes mentions.

Do this for each of the open-ended responses. If the person does not write anything about the issue, such as you answer no to number 1, you do not really need to go through the list of questions. If you answered no to question 1, then you should answer no to all the rest. Question 1 ensures that people who at least remember the issue, but can't remember the proposal, gets credit for remembering the issue, even if they do not remember any of the attributes. For example, we have someone in the immigration category who wrote that they could not remember the proposal about immigration, but they laughed their butts off. They would get 1 attribute for remembering the proposal was about immigration. The same thing goes for the one individual under healthcare who wrote that they could not remember the proposal, if it was videogames or healthcare. They would receive 1 attribute for at least mentioning healthcare in their answers.

1. Does the participant write anything about abstinence? If the participant writes that they cannot remember the issue, but does mention abstinence in their response, code as yes. If the participant writes that they cannot remember the issue, but does not write abstinence, code as no.
   a. Yes
   b. No
2. Does the participant write anything about abstinence-only programs?
   a. Yes
   b. No
3. Does the participant write anything about comprehensive -awareness programs?
   a. Yes
   b. No
4. Does the participant write anything about sexually-explicit material?
   a. Yes
   b. No
5. Does the participant write anything about premarital sex?
   a. Yes
   b. No
6. Does the participant write anything about sexually transmitted diseases (STDs)?
   a. Yes
   b. No
7. Does the participant write anything about teenage pregnancy?
   a. Yes
   b. No
8. Does the participant write anything about reinforcing the abstinence message?
   a. Yes
   b. No
9. Does the participant write anything about spending money on the sex education programs?
   a. Yes
   b. No
10. Does the participant write anything about overhauling the sex education program?
    a. Yes
    b. No

Video games Attributes:
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1. Does the participant write anything about video games? If the participant writes that they cannot remember the issue, but does mention video games in their response, code as yes. If the participant writes that they cannot remember the issue, but does not write videogames, code as no.
    a. Yes
    b. No
2. Does the participant write anything about children's exposure to videogames?
    a. Yes
    b. No
3. Does the participant write anything about the new state limits on videogames?
    a. Yes
    b. No
4. Does the participant write anything about stricter limits on sales of videogames?
    a. Yes
    b. No
5. Does the participant write anything about children seeing inappropriate material?
    a. Yes
    b. No
6. Does the participant write anything about the owner of Video 4 Less?
    a. Yes
    b. No
7. Does the participant write anything about minors having access to videogames in other places, such as arcades?
    a. Yes
    b. No
8. Does the participant write anything about how parents should control their children's use of video games?
    a. Yes
    b. No
9. Does the participant write anything about government involvement in regulating video games?
    a. Yes
    b. No
10. Does the participant write anything about how many people play videogames?
    a. Yes
    b. No

Health care Attributes:

1. Does the participant write anything about healthcare? If the participant writes that they cannot remember the issue, but does mention healthcare in their response, code as yes. If the participant writes that they cannot remember the issue, but does not write healthcare, code as no.
   a. Yes
   b. No
2. Does the participant write anything about the government providing healthcare?
   a. Yes
   b. No
3. Does the participant write anything about companies providing healthcare?
   a. Yes
   b. No
4. Does the participant write anything about Medicaid?
   a. Yes
   b. No
5. Does the participant write anything about Maria Gossling, the woman in the story who does not have healthcare? Note: they do not have to refer to her by name. They can refer to her as the woman with children, or the employee with no healthcare, as long as they refer to her with some identifying information.
   a. Yes
   b. No
6. Does the participant write anything about issues with people not having healthcare?
   a. Yes
   b. No
7. Does the participant write anything about incentives for companies to provide healthcare?
   a. Yes
   b. No
8. Does the participant write anything about the plan saving taxpayers millions of dollars?
   a. Yes
   b. No
9. Does the participant write anything about the country being in a healthcare crisis?
   a. Yes
   b. No
10. Does the participant write anything about healthcare straining our economy?
    a. Yes
    b. No

Immigration Attributes:

1. Does the participant write anything about immigration? If the participant writes that they cannot remember the issue, but does mention immigration in their response, code as yes. If the participant writes that they cannot remember the issue, but does not write immigration, code as no.
   a. Yes
   b. No
2. Does the participant write anything about anti-immigration policies?
   a. Yes
   b. No
3. Does the participant write anything about the cost of the plan for taxpayers?
   a. Yes
   b. No
4. Does the participant write anything about returning immigrants to their own countries?
   a. Yes
   b. No
5. Does the participant write anything about why immigrants fled their own country?
   a. Yes
   b. No
6. Does the participant write anything about Maria Gonzales, the woman in the story who fled Cuba with her children? Note: they do not need to refer to her by name, but they can refer to her as the immigrant, the woman from Cuba, or any other identifying information.
   a. Yes
   b. No
7. Does the participant write anything about green cards?
   a. Yes
   b. No
8. Does the participant write anything about the United States being founded by immigrants?
   a. Yes
   b. No
9. Does the participant write anything about immigrants being assimilated into society?
   a. Yes
   b. No
10. Does the participant write anything about Congress building a 700-mile long fence along the Texas-Mexico border?
    a. Yes
    b. No

Oil Attributes:

1. Does the participant write anything about offshore drilling? If the participant writes that they cannot remember the issue, but does mention oil in their response, code as yes. If the participant writes that they cannot remember the issue, but does not write oil, code as no.
   a. Yes
   b. No
2. Does the participant write anything about allowing more offshore drilling?
   a. Yes
   b. No
3. Does the participant write anything about the energy crisis?
   a. Yes
   b. No
4. Does the participant write anything about the United States dependence on oil?
   a. Yes
   b. No
5. Does the participant write anything about drilling for oil along the outer continental shelf?
   a. Yes
   b. No
6. Does the participant write anything about how much it will cost to create the infrastructure?
   a. Yes
   b. No
7. Does the participant write anything about Louisiana?
   a. Yes
   b. No
8. Does the participant write anything about rising gas prices?
   a. Yes
   b. No
9. Does the participant write anything about environmental issues, such as pollution or oil spills?
   a. Yes
   b. No
10. Does the participant write anything about alternative energy?
    a. Yes
    b. No

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