

Mass Communication 5050 (Section 1, 3 credits)
Persuasion Research
Fall 2017

Classroom: 340 Woodlands Center

Instructor: Dr. Kiwon Seo

Office: 308B Dan Rather Building

Office Hours: Tue 1 ~ 3 p.m./Wed 10 a.m. ~ 12 p.m. or by appointment

Time: M 5:30 ~ 8:20

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Email & Blackboard

Please be sure to check your SHSU email and our Blackboard website frequently and regularly for information and instructions that will be distributed to you. Note, I answer emails M-F, 9AM to 5PM, so that do not expect email responses during evening and weekends. Also if you do not receive my response within 24 hours, please let me know in the class or send the email again.

Course Description

This graduate level course will cover various theories of persuasion to understand specific conditions that promote, or sometimes diminish, persuasion. We are consciously or unconsciously exposed to various persuasive messages all the time, ranging from interpersonal comments to commercial content. Although persuasion is one of the fundamental characteristics in human and media communication, all persuasive attempts are not successful. We will discuss and critique scholarly theories and research projects to gain basic and advanced understanding of persuasion. Based on critical assessments of existing theories and findings, students will design a research project with social scientific method, collect data, and write a formal research report.

Course Objectives

After successful completion of this course, students should be able to:

- Demonstrate thorough knowledge of persuasion relevant-concepts, theories, and research.
- Critically analyze and discuss scholarly literature and findings in persuasion research.
- Relate the theoretical foundations and principles to various persuasion contexts.
- Develop and design a research project with a social scientific method.
- Collect valid data with proper and ethical procedures.
- Write a formal research report.

Course Format

The basic course format will be a blend of lecture and seminar. On each day, a lecture will cover the scheduled topic and students will freely discuss their ideas, opinions, and experiences on it. Then a discussion leader will cover the designated article, by leading the class through discussion and questioning about the readings. Discussion of case studies and hypothetical situations will also be part of the class. The success of the course as a valuable educational experience depends on each of you.

Required Texts

- O'Keefe D. J. (2016). *Persuasion: Theory and Research*. Thousand Oaks, CA: Sage.

Course Requirements

1. Written Assignment Format

All written assignments that you submit must be consistent with the APA 6th style. Follow the citation rules. Use 1-inch margins on every side, 12-point font, and double-space.

2. Reading and Participation

Your active class participation is required. To participate, you have to be prepared by completing all of the assigned readings in a timely manner and by thinking critically about each of them. You are expected to be in class on time and ready to discuss the readings. The quality of your experience with this course depends in part on the degree of your participation. We will create a friendly atmosphere for open discussion where all members have an opportunity to contribute rather than having the discussion being dominated by a few.

3. Discussion Leader

Discussion leaders should (a) summarize the main ideas of the assigned reading with a brief visual presentation and (b) facilitate active discussion among students. To do so, discussion leaders should cite relevant concepts, theories, studies, or cases to generate thoughtful discussion and debate. You will be evaluated on your oral presentation of the readings and examples, the quality of your discussion questions, and your facilitation of the discussion. Everyone is expected and encouraged to contribute. I will also jump in with my own comments and questions, too, so discussion coordinators should not feel bad or deficient when I help steer discussion. To receive full credit, you should send me the presentation file, handout or any other material that you used in facilitating the discussion so that I can post it to Blackboard for everyone to access anytime during the semester. These files can be emailed to me until the following day after class.

4. Exam

There will be a final exam on **December 4**. For this exam, students are responsible for all assigned reading materials regardless of whether or not such material was presented in the class. The date and time are nonnegotiable. A makeup exam will be allowed only in the case of university-stipulated excused absences. Absence from the exam must be approved by the instructor before the exam date and written documentation must be submitted. If adequate notification is not done prior to the exam date, a penalty of one full letter grade is applied to the subsequent makeup exam.

5. Group Research Project

A Group project is due on **November 27**. You must also submit a project proposal on **October 9** to make sure whether your project is on the right track. Based on my comments, you can modify or enhance the direction of your final project. For this group assignment, you will design and conduct a social scientific research project and write a formal, complete academic report about it. The goal of this assignment is to expose student to entire research procedure and finally to present it a formal academic conference. The assigned research articles are good examples of this assignment.

Grading

Criteria	Points	Your Score
Discussion Leader	100	
Group Project Proposal	100	
Group Project	350	
Exam	350	
Class Participation	100	
TOTAL	1000	

Grade	Scale
A	900 to 1000
B	800 to 899.9
C	700 to 799.9
D	600 to 699.9
F	599 and below

Course Policies and Expectations

Meet your deadlines: All assignments must be submitted in the class period on the established due date. Late papers will be marked down one letter grade per day, after they have been graded. That is, a “C” paper that is two days late will receive an “F.” NO paper will be accepted late unless you have notified me *in advance* with a proper, reasonable explanation. No paper will be accepted more than three weekdays after it's due.

Attendance: Every student enrolled in this class is expected to attend to all scheduled class meetings. The Student Handbook states that regular and punctual class attendance is expected of each student at SHSU and that it is expected that each faculty member will keep a record of student attendance. Excused absences are permitted, but it is the student's responsibility to provide the instructor with appropriate documentation. Such excuses as, “I wasn't feeling well,” “I had a big test in another course,” “I had to rush home for a family emergency,” and the like, are not considered appropriate reasons of absence. Continued absences will affect a student's grade independently of other course work. Excessive absence may result in automatic failure of the course (e.g., more than five absences will be automatically failure in the class), regardless of grades received on class assignments.

Proper Classroom Demeanor/Rules of Conduct: Students will refrain from behavior in the classroom that disrupts the learning process and, thus, impedes the mission of the university. I expect each class member to be respectful of others. Disrespecting your fellow classmates or your instructor will not be tolerated. If you need to leave early due to reasonable excuses, please notify me in advance. You may take notes on and work on a computer unless—based on the instructor's evaluation—the computer becomes a distraction during class. Additionally, please do not surf the web, or check your social networks and various e-mails accounts during the class period. I expect you to be respectful of our learning environment by being attentive and engaged, and not selfish. Please turn off or mute your cellular phone and/or pager before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking with each other at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with University policy.

University Policies Regarding Academic Classes

Support for Students with Disabilities: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for

students with disabilities. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to contact the Services for Students with Disabilities (SSD) at the Counseling Center, to register with the SHSU Counseling Center, and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. *NOTE:* No accommodation can be made until the student registers with the Counseling Center.

Academic Dishonesty: Plagiarism, cheating, or any form of academic misconduct will not be tolerated in this course. All students are expected to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Students are encouraged to review the university's policy on academic dishonesty and plagiarism.

Plagiarized assignments will not be accepted. For the sake of clarity, the definition of plagiarism is followed: Plagiarism occurs when one person claims credit for another person's work. It is a form of intellectual dishonesty that is treated with great severity by professionals and by the university. Students should be certain they understand the manner of plagiarism: (1) A paper using quotes without quotation marks and attribution is plagiarized. But plagiarism is more than unrecognized quotes; (2) Conclusions that are not the student's own conclusion, information that is not common knowledge and specific facts must be attributed: Tell who said it and cite or footnote it, even if this information is not a direct quote.

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

MCOM 5050 – Class Schedule

NOTE: TOPICS TO BE FOLLOWED, SOME ANNOUNCED CHANGES MAY OCCUR THROUGHOUT SEMESTER; AND YOU ARE RESPONSIBLE FOR ALL ANNOUNCED CHANGES!

Date	Lecture Content & Assigned Readings	Assignments & Activities
Week 1 8/28	Introduction to Class	
Week 2 9/4	Labor Day – No Class	
Week 3 9/11	Persuasion, Attitudes, and Actions & Research Design <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 1 & 9. • Kim, M., & Hunter, J. E. (1993). Relationships among attitudes, behavioral intentions, and behavior: A meta-analysis of past research, Part 2. <i>Communication Research</i>, 20, 331-364. 	
Week 4 9/18	Functional Approaches & Cognitive Dissonance Theory <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 3 & 4. • Gregory, G. D., Munch, J. M., & Peterson, M. (2002). Attitude functions in consumer research: Comparing value-attitude relations in individualist and collectivist cultures. <i>Journal of Business Research</i>, 55, 933-942. 	
Week 5 9/25	Reasoned Action Theory <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 4 & 6. • Yousafzai, S. Y., Foxall, G. R., & Pallister, J. G. (2010). Explaining Internet banking behavior: Theory of reasoned action, theory of planned behavior, or technology acceptance model? <i>Journal of Applied Social Psychology</i>, 40, 1172-1202. 	Discussion Leader
Week 6 10/2	Stage Models <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 7. • Johnson, S. S., Paiva, A. L., Cummins, C. O., Johnson, J. L., Dymont, S. J., Wright, J. A., Prochaska, J. O., Prochaska, J. M., & Sherman, K. (2008). Transtheoretical model-based multiple behavior intervention for weight management: Effectiveness on a population basis. <i>Preventive Medicine</i>, 46, 238-246. 	Discussion Leader
Week 7 10/9	Elaboration Likelihood Model <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 8. • Todorov, A., Chaiken, S., & Henderson, M. D. (2002). The heuristic-systematic model of social information processing. In J. P. Dillard & M. Pfau (Eds.), <i>The persuasion handbook</i> (pp. 195-212). Thousand Oaks, CA: Sage. 	Discussion Leader Project Proposal Due

Week 8 10/16	Source Factors <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 10. • Hu, Y., & Sundar, S. S. (2010). Effects of online health sources on credibility and behavioral intentions. <i>Communication Research</i>, 37, 105-132. 	Discussion Leader
Week 9 10/23	Receiver Factors <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 12. • Higgins, E. T. (1999). Promotion and prevention as a motivational duality: Implications for evaluative processes. In S. Chaiken & Y. Trope (Eds.), <i>Dual-process theories in social psychology</i> (pp. 503-525). New York: Guilford Press 	Discussion Leader
Week 10 10/30	Message Factors <ul style="list-style-type: none"> • O’Keefe (2016), Ch. 11. • Keller, P. A., & Lehmann, D. R. (2008). Designing effective health communications: A meta-analysis. <i>Journal of Public Policy and Marketing</i>, 27, 117-130. 	Discussion Leader
Week 11 11/6	Message Framing <ul style="list-style-type: none"> • Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i>, 43, 51-58. • Smith, S. M., & Petty, R. E. (1996). Message framing and persuasion: A message processing analysis. <i>Personality and Social Psychological Bulletins</i>, 22, 257-268. • O’Keefe, D. J., & Jensen, J. D. (2006). The advantages of compliance or the disadvantages of noncompliance? A meta-analytic review of the relative persuasive effectiveness of gain-framed and loss-framed messages. <i>Communication Yearbook</i>, 30, 1-43. 	Discussion Leader
Week 12 11/13	Emotion <ul style="list-style-type: none"> • Nabi, R. L. (2010). The case of emphasizing discrete emotions in communication research. <i>Communication Monographs</i>, 77, 153-159. • Dillard, J. P., & Seo, K. (2013). Affect and persuasion. In J. P. Dillard & Shen, L. (Eds.), <i>The handbook of persuasion: Developments in theory and practice</i> (2nd ed., pp. 150-166). Thousand Oaks, CA: Sage. • Shen, L., & Dillard, J. P. (2007). The influence of behavioral inhibition/approach systems and message framing on the processing persuasive health messages. <i>Communication Research</i>, 34, 433-467. 	Discussion Leader

Week 13 11/20	Exemplification <ul style="list-style-type: none"> • Zillmann, D. (1999). Exemplification theory: Judging the whole by some of its parts. <i>Media Psychology</i>, 1, 69-94. • Zillmann, D. (2006). Exemplification effects in the promotion of safety and health. <i>Journal of Communication</i>, 56, S221-S237. • Gibson, R., & Zillmann, D. (2000). Reading between the photographs: The influence of incidental pictorial information on issue perception. <i>Journalism and Mass Communication Quarterly</i>, 77, 355-366. 	Discussion Leader
Week 14 11/27	Narrative <ul style="list-style-type: none"> • Bilandzic, H., & Busselle, R. (2013). Narrative persuasion. In J. P. Dillard & Shen, L. (Eds.), <i>The handbook of persuasion: Developments in theory and practice</i> (2nd ed., pp. 200-219). Thousand Oaks, CA: Sage. • Morgan, S. E., Movius, L., & Cody, M. J. (2009). The power of narratives: The effect of entertainment television organ donation storylines on the attitudes, knowledge, and behaviors of donors and nondonors. <i>Journal of Communication</i>, 59, 135-151. 	Discussion Leader Project Due
Week 15 12/4	Exam <ul style="list-style-type: none"> • Please bring your laptop. If you do not have one, let me know. I will prepare one for you. • No note. No book. No Internet. You can ONLY use your brain, fresh mind, and the presentation articles. 	