

Time & location:	Thursday, 9:30am – 12:15pm, Carroll 340
Instructor:	Dr. Maria Leonora (Nori) Comello <a href="mailto:comello@email.unc.edu">comello@email.unc.edu</a> (Best way to reach me) (919) 928-2440 cell Skype: nori.comello
Office location/hours:	Carroll Hall 379; Wednesday, 10:30-noon or by appointment

### Course description

This graduate-level seminar will examine social-scientific theories and concepts related to persuasion and social influence in a communication context. Topics include attitudes, beliefs, and other antecedents to behavior; reasoning and automatic processing; source, message, context, and receiver characteristics; interpersonal influences; and community-based/multi-component campaigns. Articles will be drawn from a range of persuasion areas including health, political, environmental, and consumer behavior. Students in the research track (PhD or master's) will be expected to produce a study proposal that utilizes a persuasion theory applied to their area of interest. Students in the professional master's track will write a paper that applies some aspect of a persuasion theory to a professional/organizational problem. I expect everyone to come prepared for lively discussion!

### Required readings

- O'Keefe, D. J. Persuasion: Theory and research. Newbury Park, CA: Sage Publications. There are two versions that are acceptable: 2<sup>nd</sup> ed. (2002) and 3<sup>rd</sup> ed. (2015). One copy of the 3<sup>rd</sup> edition is on reserve at Park Library. Three copies of the 2<sup>nd</sup> edition are in regular circulation within the UNC library system. Amazon has good prices for used copies of both editions.
- Additional course readings on Sakai under Resources.

### ACEJMC Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:

- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Contribute to knowledge appropriate to the communications professions in which they work.

The full list of competencies is available here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

## Diversity

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

### Course requirements (THIS IS A PREVIEW ONLY – FULL INSTRUCTIONS WILL BE POSTED ON SAKAI)

- Article critiques/discussion leader: You will select a scholarly article on a persuasion topic that is helpful to your research/professional interests and that aligns with one of the class session themes. At the first class meeting, you will have opportunity to sign up for one of the days. On that day, you will submit on Sakai a written critique of the article you have chosen AND prepare a short presentation about the article to the class and lead discussion. The article must be theory-based and must present a study (i.e., with data) or critical review, similar to the articles we have been discussing in class. Your job is to summarize the article, discuss strengths and weaknesses, integrate the article with our readings for the day, and pose questions to the class to prompt discussion about the article/topic. The written critique should be no longer than two single-spaced pages. Detailed instructions for the written critique and presentation will be posted on Sakai.
- Study proposal or professional project: You will be asked to develop a paper and present it to the class. More details will be provided on Sakai under Assignments, but please note the following.
  - *If you are a student in the Interdisciplinary Health Communication program*, your paper must be on a topic related to health communication.
  - *If you are on the research track (master's or doctoral)*: you should propose a study that investigates some aspect of a theory of persuasion or area of persuasion research. It should include a brief overview of past research in the same or a similar area, a rationale for your study, the hypotheses or research questions you will investigate, and a description of the methods you will use to collect data (study design; proposed participants; and operationalizations of dependent and independent variables). Although a proposal is the basic requirement, you are strongly encouraged to execute as much of the study as possible during the semester.
  - *If you are on the professional track (master's)*: you should write a paper that applies some aspect of a theory of persuasion to a professional/organizational problem (e.g., development of a campaign plan, a critical analysis of a health organization's communication materials, etc.). It should be a piece that will be useful to you as pursue professional opportunities.

You will work on the paper by stages throughout the semester so that you can receive feedback from me about content and direction. The paper will be broken down into the following graded assignments:

- Synopsis – Brief description of the topic you want to study and why it's important to you and your field
- First draft – Intro and review of literature, plus outline of remaining sections you plan to include
- Presentation – Toward the end of the semester, each student will deliver a presentation to the class with slides/visuals. The purpose is to receive feedback and ideas prior to final paper turn

in at the end of the semester. The time allotment will depend on the number of students in the class.

- Final paper – Addresses feedback from the first draft and fully develops any remaining sections of the paper.

## Grading

The above requirements are associated with the points below.

Synopsis	5
First draft	15
Presentation	10
Final paper	40
Article critique (10) & discussion leading (10)	20
Class participation	10
TOTAL	100

In determining final grades, the graduate scale (H, P, L, F) is in effect. The basic grading criteria are as follows:

- H = Your very best work. These students read and critically engage with all materials. They are able to apply concepts to practical and/or research-based contexts, suggest new directions for theory-building, and significantly contribute to the body of scholarship in the area. Assignments are well written and engaging. *Reserved for truly extraordinary work – I will actually say “wow!”* In terms of correspondence to points earned, I set the minimum to 96 (the default on Sakai is 100).
- P = Your very best work. These students read and critically engage with all materials. They are able to apply concepts and suggest new directions in many instances. Assignments are well written and engaging. In terms of points earned, the range is 80-95.
- L = Students read most of the material but do not often critically engage with it. They are able to apply concepts and suggest new directions in some instances. Points range: 60-79.
- F = Students miss one or more classes without prior arrangement. They do not always read the material, and they fail to critically engage it.

**Spring 2016 Persuasion Course Outline – tentative schedule – subject to change**

	<b>Topic</b>
Week 1 Jan 14	Day one. Meet and greet, discuss course goals, go over syllabus, discuss research interests.
Week 2 Jan 21	<p><b>Basic concepts in theory assessment and persuasion</b></p> <p>O’Keefe, Chapters 1 &amp; 7 (2<sup>nd</sup> ed.) OR Chapters 1 &amp; 9 (3<sup>rd</sup> ed.)</p> <p>Cameron, K. A. (2009). A practitioner’s guide to persuasion: An overview of 15 selected persuasion theories, models and frameworks. <i>Patient Education and Counseling</i>, 74(3), 309-317.</p> <p>Chaffee, S. H., &amp; Berger, C. R. (1987). What communication scientists do. In C. R. Berger &amp; S. H. Chaffee (Eds.), <i>Handbook of communication science</i> (pp. 99-122). Newbury Park, CA: Sage .</p>
Week 3 Jan 28	<p><b>Belief-based models of attitude. SYNOPSIS DUE.</b></p> <p>O’Keefe, Chapter 3 (2<sup>nd</sup> ed.) OR Chapter 4 (3<sup>rd</sup> ed.)</p> <p>Gilbert, D. T. (1991). How mental systems believe. <i>American Psychologist</i>, 46(2), 107-119.</p> <p>Nelson, T. E., Clawson, R. A., &amp; Oxley, Z. M. (1997). Media framing of a civil liberties conflict and its effect on tolerance. <i>American Political Science Review</i>, 567-583.</p>
Week 4 Feb 4	<p><b>Cognitive dissonance &amp; selective exposure</b></p> <p>O’Keefe, Chapter 4 (2<sup>nd</sup> ed.) OR Chapter 5 (3<sup>rd</sup> ed.)</p> <p>Dickerson, C. A., Thibodeau, R., Aronson, E., &amp; Miller, D. (1992). Using Cognitive Dissonance to Encourage Water Conservation. <i>Journal of Applied Social Psychology</i>, 22(11), 841-854.</p> <p>Slater, M. D. (2014). Reinforcing Spirals Model: Conceptualizing the Relationship Between Media Content Exposure and the Development and Maintenance of Attitudes. <i>Media Psychology</i>, (ahead-of-print), 1-26.</p>
Week 5 Feb 11	<p><b>Theories of behavioral intention (TRA/TPB/Integrated)</b></p> <p>O’Keefe, Chapter 5 (2<sup>nd</sup> ed.) OR Chapter 6 (3<sup>rd</sup> ed.)</p> <p>Fishbein, M., &amp; Cappella, J. N. (2006). The role of theory in developing effective health communications. <i>Journal of Communication</i>, 56(s1), S1-S17.</p> <p>Stead, M., Tagg, S., MacKintosh, A. M., &amp; Eadie, D. (2005). Development and evaluation of a mass media Theory of Planned Behaviour intervention to reduce speeding. <i>Health Education Research</i>, 20(1), 36-50.</p>

<p>Week 6 Feb 18</p>	<p><b>Elaboration Likelihood Model / deliberation vs. reaction</b> O’Keefe, Chapter 6 (2<sup>nd</sup> ed.) OR Chapter 8 (3<sup>rd</sup> ed.)</p> <p>Gerrard, M., Gibbons, F. X., Houlihan, A. E., Stock, M. L., &amp; Pomery, E. A. (2008). A dual-process approach to health risk decision making: The prototype willingness model. <i>Developmental Review</i>, 28(1), 29-61.</p> <p>Kang, J., Bennett, M. W., Carbado, D. W., Casey, P., Dasgupta, N., Faigman, D. L., ... &amp; Mnookin, J. (2012). Implicit bias in the courtroom. <i>UCLA Law Review</i>, 59(5).</p>
<p>Week 7 Feb 25</p>	<p><b>Communicator &amp; receiver factors</b></p> <p>O’Keefe, Chapters 8 &amp; 10 (2<sup>nd</sup> ed.) OR Chapter 10 &amp; 12 (3<sup>rd</sup> ed.)</p> <p>Banas, J. A., &amp; Miller, G. (2013). Inducing resistance to conspiracy theory propaganda: Testing inoculation and metainoculation strategies. <i>Human Communication Research</i>, 39(2), 184-207.</p> <p>Hamilton, R., Vohs, K. D., &amp; McGill, A. L. (2014). We'll Be Honest, This Won't Be the Best Article You'll Ever Read: The Use of Dispreferred Markers in Word-of-Mouth Communication. <i>Journal of Consumer Research</i>, 41(1), 197-212.</p>
<p>Week 8 Mar 3</p>	<p><b>Message factors &amp; emotions</b></p> <p>O’Keefe, Chapter 9 (2<sup>nd</sup> ed.) OR Chapter 11 (3<sup>rd</sup> ed.)</p> <p>Myrick, J. G., &amp; Oliver, M. B. (2014). Laughing and Crying: Mixed Emotions, Compassion, and the Effectiveness of a YouTube PSA About Skin Cancer. <i>Health Communication</i>, (ahead-of-print), 1-10.</p> <p>Griskevicius, V., Goldstein, N. J., Mortensen, C. R., Sundie, J. M., Cialdini, R. B., &amp; Kenrick, D. T. (2009). Fear and loving in Las Vegas: Evolution, emotion, and persuasion. <i>Journal of Marketing Research</i>, 46(3), 384-395.</p>
<p>Week 9 Mar 10</p>	<p><b>Interpersonal and community influences</b></p> <p>Buijzen, M., &amp; Valkenburg, P. M. (2005). Parental mediation of undesired advertising effects. <i>Journal of Broadcasting &amp; Electronic Media</i>, 49(2), 153-165.</p> <p>Nisbet, M. C., &amp; Kotcher, J. E. (2009). A two-step flow of influence? Opinion-leader campaigns on climate change. <i>Science Communication</i>.</p> <p>Schau, H. J., Muñiz Jr, A. M., &amp; Arnould, E. J. (2009). How brand community practices create value. <i>Journal of Marketing</i>, 73(5), 30-51.</p>
<p>Week 10 Mar 17</p>	<p><b>NO CLASS – SPRING BREAK!</b></p>

<p>Week 11 Mar 24</p>	<p><b>Persuasion perspectives from advertising &amp; marketing / FIRST DRAFT DUE</b></p> <p>Andreasen, A. R. (2002). Marketing social marketing in the social change marketplace. <i>Journal of Public Policy &amp; Marketing</i>, 21(1), 3-13.</p> <p>Holt, D. B. (2002). Why do brands cause trouble? A dialectical theory of consumer culture and branding. <i>Journal of Consumer Research</i>, 29(1), 70-90.</p> <p>Pechmann, C., &amp; Andrews, C. (2010). Copy test methods to pretest advertisements. <i>Wiley International encyclopedia of marketing</i>.</p>
<p>Week 12 Mar 31</p>	<p><b>Role of identity/self-concept</b></p> <p>Comello, M. L. G. (2013). Prism model.</p> <p>Lisjak, M., Lee, A. Y., &amp; Gardner, W. L. (2012). When a Threat to the Brand Is a Threat to the Self The Importance of Brand Identification and Implicit Self-Esteem in Predicting Defensiveness. <i>Personality and Social Psychology Bulletin</i>, 38(9), 1120-1132.</p> <p>Whitmarsh, L., &amp; O'Neill, S. (2010). Green identity, green living? The role of pro-environmental self-identity in determining consistency across diverse pro-environmental behaviours. <i>Journal of Environmental Psychology</i>, 30(3), 305-314.</p>
<p>Week 13 Apr 7</p>	<p><b>Presentations of research/professional projects</b></p>
<p>Week 14 Apr 14</p>	<p><b>NO CLASS THIS WEEK – KCHC CONFERENCE</b></p>
<p>Week 15 Apr 21</p>	<p><b>Strategy selection / Wrap up</b></p> <p>Fogg, B. J., &amp; Hreha, J. (2010). Behavior wizard: a method for matching target behaviors with solutions. In <i>Persuasive technology</i> (pp. 117-131). Springer Berlin Heidelberg.</p> <p>Slater, M. D. (1999). Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. <i>Health Communication</i>, 11(4), 335-354.</p>
<p>Week 16</p>	<p><b>FINAL PAPERS DUE APR 29</b></p>