

## **ADVANCED ADVERTISING THEORIES I**

**ADV 392 (06240)**

Fall 2018

TTH 2:00 - 3:15 pm

BUR 228

**Professor: Jeeyun Oh, Ph.D.**

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Office Hours: Wed 11:00 am - 1:00 pm (or by appointment)

### **COURSE OBJECTIVES**

- Provide an overview of key theories in the advertising discipline.
- Help students propose an extension of existing theory relevant to their research interests.
- Help students design an empirical study using the extended theory, and develop an understanding of the social scientific method of conducting research.

### **COURSE MATERIALS**

- **Textbook:** *Advertising Theory (Routledge Communication Series)* 1<sup>st</sup> Edition by Shelly Rodgers & Esther Thorson (**available online through the UT library**)
- Journal articles are available online through the UT library and/or will be posted to the CANVAS website.

### **COURSE ASSIGNMENTS AND EVALUATION**

#### ***Class Participation (7%)***

You are expected to arrive in class having completed the readings assigned for that day. Readings are critical to fully understanding and engaging with the topics covered in this class. Active participation, from all members of the class, is crucial to the success of any doctoral seminar. Although your personal experiences may be relevant, the most valuable contributions will be your scholarly rather than personal opinions and will reflect your efforts to synthesize and apply course readings.

#### ***Discussion Questions (30%)***

Every student should upload their discussion questions for the following week to CANVAS (**deadline: 11:59 pm Saturday for Tuesday readings, 11:59 pm Monday for Thursday readings**). *Each reading requires one question.* Along with the question, provide a brief background of your idea and clearly identify the chapter or article on which your question is

based. Put your questions **in a word file with your name at the top**. Your submission has to be less than one page (single-spaced).

Good questions are meant to promote discussion. Questions might reflect the elements of the reading you felt were confusing or flawed and that warrant further scrutiny, or elements of the reading you found fascinating and worth further exploration, including possible applications and comparisons between the reading and other scholarship. You are also free to propose topics you feel well-equipped to discuss. Class discussions will center around these questions, so try to be open-ended in your queries.

You will be allowed to skip two discussion questions (representing two readings) without penalty. Additional missed questions will adversely affect your score.

**Note:** For Thursdays when a student-led discussion is scheduled, **email** your discussion question to the week's discussion leader, cc-ing me.

### ***Student-led Class Discussion (6 %)***

Each student will be assigned to lead at least a day of discussion in the class. As part of leading the discussion, you will select one additional journal article that you feel are related to the pre-assigned readings for the week. You can choose one of the references in the pre-assigned book chapters, or search Google Scholar (<https://scholar.google.com/>). Your chosen study must be an empirical work (i.e., survey or experiment). Working with me, you will decide on one reading that best exemplifies and complements the pre-assigned readings, and it will be uploaded to CANVAS by **the Friday** before the class discussion you will be leading.

***Note:*** Leading the class discussion will involve providing hardcopies of a one- or two-page summary of your chosen reading, and handling discussion questions from your colleagues. No PPT is necessary. Submit your handout to CANVAS by **11:59 PM the day before your presentation**.

### ***Theory Extension Project (57 %)***

The main assignment in this class will be a theory extension project that will involve several steps outlined below. The overall objective of this assignment is to describe an extension of the theory that you are interested in, and design an empirical study based on your idea. Examples of theory extension include: identifying a variable currently missing in the theory, applying the theory to a different context, or combining different theoretical approaches to explain a phenomenon.

1. ***Research Statement (3%):*** Update your research statement, focusing on the topics, areas of advertising research, and/or aspects of human psychology that you are genuinely interested in. Conclude it with a potential theory or theories that you may be interested in investigating more during your PhD years. Refer to the list of theories in this syllabus, your textbook, or any other sources that you may think relevant.

**Note:** You are **not** obligated to choose the same theory for your later assignments. In fact, any change or development from your initial research statement to your final project may be an indicator of your learning outcome.

2. *Research Question (5%)*: The first step in the theory extension project is picking a research question for the project, based on one or two theories. You will submit a 2-page overview of the research question (double-spaced), including:

- a description of the basic theory or theories that you intend to extend, and
- a brief explanation of why this question is theoretically meaningful and why you believe it to be practically important.

You will share your idea with your classmates and me through a brief oral presentation in class and receive our feedback.

3. *Annotated Bibliography and Hypotheses (12%)*: An annotated bibliography, summarizing literature relevant to your project, will provide the foundation for your project. Based on this literature review, you will propose a set of hypotheses you want to empirically test. Your assignment should include:

- a list of several potential readings that you will use in developing your literature review, along with a brief (4-5 sentences) summary of how each is relevant to your topic (the summaries should explain the basic predictions you are making and any theories or previous findings critical to those predictions), and
- a set of hypotheses that are empirically testable based on your predictions.

4. *Method and Measurement (5%)*: You will describe your current thoughts regarding the method and measurement you will employ to test your overarching research question and hypotheses. More detail is better than less, with the hopes that I can help suggest ways to develop your study. Your assignment should include:

- how you will recruit participants,
- what method you will use (e.g., survey, experiment, a single-factor experiment, a factorial-design experiment, etc.),
- study procedure and/or stimulus, and
- the definition and measurement of your variables and citations.

5. *Qualtrics (2%)*: You will develop a complete questionnaire that is ready for actual data collection built upon your work on method and measurement.

6. *IRB Paperwork (not required)*: You can complete the IRB paperwork *only if* you are interested in actual data collection within this semester. You should finish IRB training and submit a Financial Interest Disclosure (FID) through our website (<https://research.utexas.edu/ors/human-subjects/>). The IRB application will require you to submit a research proposal that includes your research topic, method, and questionnaire.

7. *Final Presentation (5%)*: As an academic, you will be expected to share your ideas at conferences. The presentation in this class will be an opportunity to explain your research proposal to your classmates, discuss your extension of theory, and make a case for its theoretical and practical impact as if you were in a conference. **Regardless of your presentation schedule, your submission is due 11:59 pm Monday Dec 3.** No revision is allowed after submission.
8. *Research Proposal (25%)*: The final deliverable for the class will be a research proposal that (a) explains the theoretical extension that you are proposing, and (b) proposes a study that can test your hypotheses with a complete method section. Your final paper will include “article-ready” introduction, literature review, method, and references. The goal for this final paper is that you leave the class with a paper that could be submitted to a conference in the next semester after data collection and analysis.

### COURSE SCHEDULE

It is required that readings for each class day have been read prior to attending class. The class schedule may be subject to change.

Wk	Dates	Topic	Reading	Assignment due <sup>*</sup>
1	Aug 30	Syllabus, Introduction	Oh, Bellur, & Sundar (2018)	
2	Sep 4	Dual Process Theories	Ch 4 Chaiken (1980)	
	Sep 6	Student-led discussion	Liu & Shrum (2009) <b>TBD</b>	
3	Sep 11	Theories of Emotion and Reactance	Ch 6 Dillard & Peck (2001)	
	Sep 13	Student-led discussion	Brehm (1989) <b>TBD</b>	Research Statement due by 11:59 pm
4	Sep 18	Narrative Processing and Persuasion	Ch 16 Escalas (2004)	
	Sep 20	Student-led discussion	De Graaf et al. (2012) <b>TBD</b>	
5	Sep 25	The Transportation-imagery Model of Narrative Persuasion	Ch 17 Green & Brock (2000)	
	Sep 27	Student-led discussion	Van Laer et al. (2013) <b>TBD</b>	
6	Oct 2	Theories of Interactive Media Effects	Ch 23 Sundar et al.	

			(2015)	
	Oct 4	Student-led discussion	Oh & Sundar (2015) <b>TBD</b>	
7	Oct 9	Theories of Health and Advertising	Ch 33 Hong (2011)	
	Oct 11	Student-led discussion	Shen (2011) <b>TBD</b>	
8	Oct 16	Individual Meetings with Dr. Oh		
	Oct 18	Work on Your Research Project (No Class)		Research Question due by 11:59 pm
9	Oct 23	Research Question Presentation & Feedback		
	Oct 25	Variables and Hypotheses	Oh & Jin (in press)	
10	Oct 30	Presence and Virtual Reality	Lee (2004) Ahn et al. (2015)	
	Nov 1	Student-led discussion	Reeves et al. (2015) <b>TBD</b>	
11	Nov 6	Individual Meetings with Dr. Oh		Annotated Bibliography and Hypotheses due by 11:59 pm
	Nov 8	NCA Conference (No Class)		
12	Nov 13	Future Directions	Laczniak (2015) Royne (2016)	
	Nov 15	Individual Meetings with Dr. Oh		Method and Measurement due by 11:59 pm
13	Nov 20, 22	Thanksgiving (No Class) Survey Construction and Pilot Study		
14	Nov 27	Work on Your Questionnaire in Class		Qualtrics due by 11:59 pm
	Nov 29	Work on Your Presentation in Class		
15	Dec 4, 6	Final Presentations		All Final Presentations due by 11:59 pm <b>Monday Dec 3</b>

\* Discussion questions are always due on 11:59 pm Saturday (for Tuesday classes) or 11:59 pm Monday (for Thursday classes).

\* **Final research proposal is due by 11:59 PM Dec 11.**

## **READINGS**

### **Week 1**

Oh, J., Bellur, S., & Sundar, S. S. (2018). Clicking, assessing, immersing, and sharing: An empirical model of user engagement with interactive media. *Communication Research*, 45(5), 737-763.

### **Week 2**

Chaiken, S. (1980). Heuristic versus systematic information processing and the use of source versus message cues in persuasion. *Journal of Personality and Social Psychology*, 39(5), 752-766.

Liu, Y., & Shrum, L. J. (2009). A dual-process model of interactivity effects. *Journal of Advertising*, 38(2), 53-68.

#### *Suggested reading for the first student-led discussion*

Tormala, Z. L., Briñol, P., & Petty, R. E. (2007). Multiple roles for source credibility under high elaboration: It's all in the timing. *Social Cognition*, 25(4), 536-552.

Yang, S. C., Hung, W. C., Sung, K., & Farn, C. K. (2006). Investigating initial trust toward e-tailers from the elaboration likelihood model perspective. *Psychology & Marketing*, 23(5), 429-445.

### **Week 3**

Dillard, J. P., & Peck, E. (2001). Persuasion and the structure of affect. Dual systems and discrete emotions as complementary models. *Human Communication Research*, 27(1), 38-68.

Brehm, J. W. (1989). Psychological reactance: Theory and applications. *Advances in Consumer Research*, 16, 72-75.

### **Week 4**

Escalas, J. E. (2004). Imagine yourself in the product: Mental simulation, narrative transportation, and persuasion. *Journal of Advertising*, 33(2), 37-48.

De Graaf, A., Hoeken, H., Sanders, J., & Beentjes, J. W. (2012). Identification as a mechanism of narrative persuasion. *Communication Research*, 39(6), 802-823.

### **Week 5**

Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology*, 79(5), 701-721.

Van Laer, T., De Ruyter, K., Visconti, L. M., & Wetzels, M. (2013). The extended transportation-imagery model: A meta-analysis of the antecedents and consequences of consumers' narrative transportation. *Journal of Consumer research*, 40(5), 797-817.

## Week 6

- Sundar, S. S., Jia, H., Waddell, T. F., & Huang, Y. (2015). Toward a theory of interactive media effects (TIME): Four models for explaining how interface features affect user psychology. In S. S. Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 47-86). Malden, MA: Wiley Blackwell.
- Oh, J., & Sundar, S. S. (2015). How does interactivity persuade? Effects of interactivity on cognitive absorption, elaboration, and attitudes. *Journal of Communication*, 65, 213-236.

## Week 7

- Hong, H. (2011). An extension of the extended parallel process model (EPPM) in television health news: The influence of health consciousness on individual message processing and acceptance. *Health Communication*, 26(4), 343-353.
- Shen, L. (2011). The effectiveness of empathy-versus fear-arousing antismoking PSAs. *Health Communication*, 26(5), 404-415.

## Week 9

- Oh, J. & Jin, E. J. (in press). Interactivity benefits low self-efficacy smokers more: The combinatory effects of interactivity and self-efficacy on defensive response and quitting intention. *Journal of Interactive Advertising*.  
<https://doi.org/10.1080/15252019.2018.1491812>

## Week 10

- Lee, K. M. (2004). Presence, explicated. *Communication Theory*, 14(1), 27-50.
- Ahn, S. J., Fox, J., Dale, K. R., & Avant, J. A. (2015). Framing virtual experiences: Effects on environmental efficacy and behavior over time. *Communication Research*, 42(6), 839-863.
- Reeves, B., Cummings, J. J., Scarborough, J. K., & Yeykelis, L. (2015). Increasing energy efficiency with entertainment media: An experimental and field test of the influence of a social game on performance of energy behaviors. *Environment and Behavior*, 47(1), 102-115.

## Week 12

- Laczniak, R. N. (2015). The journal of advertising and the development of advertising theory: Reflections and directions for future research. *Journal of Advertising*, 44(4), 429-433.
- Royne, M. B. (2016). Research and Publishing in the Journal of Advertising: Making Theory Relevant. *Journal of Advertising*, 45(2), 269-273.

## UNIVERSITY OF TEXAS HONOR CODE

Core values of UT Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

## POLICY ON SCHOLASTIC DISHONESTY

Academic dishonesty is cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor.

**These are the course guidelines and you must adhere to them.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Please read at [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

## STUDENTS WITH DISABILITIES

The University provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). If accommodations include testing time and control of distractions, **please arrange to take your exams in the SSD facility.** Remind me to **send the exam there before the scheduled exam date**, and have them **email the exam back to me for grading.**

## RELIGIOUS HOLY DAYS

Notify us of your pending absence at least fourteen days prior to the date of a religious holy day, especially if you must miss class, an exam, assignment, or project.

## THE MOODY COLLEGE WRITING SUPPORT PROGRAM

The program, located in BMC 3.322, <https://moody.utexas.edu/students/moodywriting> offers one-on-one assistance without charge to students seeking to improve their professional writing in all fields of communication. We have specialists in Journalism, RTF, CSD, CMS, and PR and Advertising. In addition, we offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may book half-hour appointments on our website or drop in for assistance during all stages of the writing process.

## COUNSELING AND MENTAL HEALTH SERVICES

Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated or anything else is getting in your way, there are options available for support.

For **immediate** support:

- Visit/Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | SSB, 5th floor  
| 512-471-3515 | [cmhc.utexas.edu](http://cmhc.utexas.edu)
- CMHC Crisis Line: 24/7 | 512.471.2255 | [cmhc.utexas.edu/24hourcounseling.html](http://cmhc.utexas.edu/24hourcounseling.html)