

**ADV 382J THEORIES OF PERSUASIVE COMMUNICATION  
/CONSUMER DECISION-MAKING  
Spring 2019 (#06580)  
BMC 4.212  
Monday 09:00 AM – 12:00 PM  
The University of Texas at Austin**

Instructor: Dr. Jeeyun Oh  
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Prerequisite: Graduate standing

Course Assistant: Hyunjoo Lim, PhD student ([limlim@utexas.edu](mailto:limlim@utexas.edu))

**Course Description**

This graduate seminar course provides an introduction to contemporary theories of persuasion that guide advertising campaigns and persuasive communications. We aim to understand why consumers respond to persuasive messages the way they do, and learn how to be effective in persuading them. We will review representative works from advertising/PR, health communication, persuasion, and mass communication fields, and translate theoretical concepts from these fields to designing a successful advertising campaign for a local client.

**Course Objectives**

At the end of the course, students will be able to:

1. apply persuasion theories and concepts to solving advertising issues,
2. understand how to derive effective communication strategies for advertising, public relations, and promotions from persuasion theories, and
3. think theoretically and analytically.

**Required Course Materials**

Perloff, R. M. (2017). *The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century (Routledge Communication Series)* (6<sup>th</sup> ed.), Routledge Press.

\*Journal articles are available on CANVAS.

## **Instructional Approach**

The format of this course combines lecture with active discussion/participation. Students are expected to complete assigned readings *prior* to each class meeting in order to actively participate.

## **Course Requirements**

### **Digital Portfolio Project (33%)**

You will work in a small group to prepare a state-of-the-art digital portfolio applying a persuasion theory to the advertising/marketing practice of your chosen local client.

***Semester Portfolio Assignments (28%).*** This portion of your grade includes choosing a local client and a persuasion theory, interviewing the client, applying the theory to the client's advertising needs (5%), proposing an advertising/marketing/PR campaign or strategy through a digital portfolio that addresses both the client's needs and the theory's persuasion potential (20%), and a confidential peer review score (3%). Your digital portfolio must be useful to inspire your client's advertising/marketing practice, summarizing your proposed campaign strategy. More details will be provided in class.

***Final Presentation (5%).*** To assess and demonstrate the professional relevance of your chosen theory, your team will "pitch" your chosen theory and the campaign idea based on the theory as your final presentation.

### **Exams (40%)**

There will be two exams scheduled during the semester. It will cover materials presented in readings, lecture slides, and in-class exercises. If you are unable to take the exam at the scheduled time and location, you need to notify me **at least two weeks prior to the test. Failure to take a test will result in the grade of F. No questions about the test the day before it.**

### **Ad Example Assignments (16%)**

You are required to read **all the assigned journal articles and the textbook chapter** every week. After reading them, choose one of the readings and locate one advertisement example (e.g., TV commercial, magazine ad, campaign website, mobile/social media ad, etc.) that illustrates the main point of the article or the book chapter. In less than a double-spaced page, you should provide (a) a Web link to your example and (b) a brief written explanation of how your example addresses your chosen reading's main point as well as the theory for the week.

**You cannot use examples in your readings.** For Ad Example Assignment 2, you will use one of this year's Super Bowl commercials to do the assignment.

The assignment is **due by 11:59 pm on the Thursday before we discuss the readings.** Class discussion in the following week will center around selected examples.

You may submit 8 assignments (i.e., each assignment is 2% of your grade). **No late assignment is accepted under any circumstances.**

### **Journal Article Presentation (5%)**

In a small group, students will prepare a presentation that summarizes an advertising research article. The presentation should include (a) the article's theoretical background, (b) method and major findings, and (c) your own ideas on how to use the findings and the persuasion theory to design advertising/marketing materials. The presentation should be less than 10 minutes. Each week, up to two groups will perform presentations. You will be randomly assigned to one of the articles in the reading list. A powerpoint and a one-page handout that summarizes your presentation should be submitted due by **11:59 pm on the Saturday before the scheduled presentation** to CANVAS. You are encouraged to meet up with the course assistant to discuss your presentation beforehand. On the presentation day, **the group will print out/distribute the handout**, and lead discussion after the presentation.

### **Attendance (3%)**

Attendance will be taken every day. **For the third and fourth absences, your final grade will be dropped a letter grade.** For instance, if you missed three classes and had earned a B grade, you will receive a C grade for the course. **The 5<sup>th</sup> absence constitutes F for the course.** I expect you to arrive in class on time and to stay for the entire class. **Three unexcused, tardy arrivals will be considered one absence.** A random exit will be considered an unexcused absence.

In extremely rare circumstances, students may be unable to attend class due to serious illness or crises. These situations will be dealt with on a case-by-case basis. In general, notice must be given to me **at least 24 hours before the absence** occurs. Excused absences may be due to a work conflict (confirmation should be presented in advance), illness (a doctor's excuse should be provided at the first opportunity) or legitimate emergency situation. **You are responsible for any assignments given and all work missed when absent or late.**

### **Class Participation (3%)**

Your active presence in class is vital to meeting the course requirements. Students are expected to actively participate in class discussion. **Doing your readings and receiving high scores on ad example assignments** can facilitate your active class participation.

**Laptop use in lecture is strongly discouraged.** Using your laptop or tablet to take notes often leads to checking email and social media or browsing the internet. This hinders your learning and has also been shown to distract those around you (<https://www.brookings.edu/research/better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>). **If a student is found engaged in any of these distracting activities, s/he will get zero attendance score for the class.** Phones must be in silent mode and all technology (except for taking notes or performing in-class activity on your laptop) must be put away during the class.

### **Late Work Policy**

**No late work will be accepted for the ad example assignment, semester portfolio, and final presentation.** Except for these, I may accept late work, but you will **automatically lose 50% of your score.** Software, network or storage device failure is *not* a valid excuse for late work. No assignment will be accepted two weeks past the due date.

## Course Evaluation

ASSESSMENT	PERCENT
Exams	40%
Digital Portfolio Project	33%
Ad Example Assignments	16%
Journal Article Presentation	5%
Attendance	3%
Class Participation	3%
TOTAL	100%

## SCHEDULE

The instructor reserves the right to alter the syllabus during the semester.

Week	Date	Class Topics
1	Jan 28	Syllabus Chapter 1 Introduction to Persuasion *Assigned to a journal article presentation *The first Ad Example Assignment due by Jan 31
2	Feb 4	Chapter 3 Attitudes: Definition and Structure Chapter 4 The Power of Our Passions: Theory and Research on Strong Attitudes <i>Journal Article Presentation #1 (Lee, Kim, &amp; Ham, 2016)</i> Discuss Ad Example Assignment 1
3	Feb 11	Chapter 5 Attitudes: Functions and Consequences <i>Journal Article Presentations #2 (Olsen) &amp; #3 (Morrison et al)</i> Discuss Ad Example Assignment 2
4	Feb 18	Chapter 7 Processing Persuasive Communications <i>Journal Article Presentations #4 (Darke et al) &amp; #5 (Lee &amp; Koo)</i> Discuss Ad Example Assignment 3 *Form groups for the final project
5	Feb 25	Chapter 8 “Who Says It”: Source Factors in Persuasion Chapter 9 Fundamentals of the Message <i>Journal Article Presentations #6 (Hamby &amp; Brinberg)</i> Discuss Ad Example Assignment 4

6	Mar 4	Exam 1
7	Mar 11	Chapter 10 Emotional Message Appeals: Fear and Guilt <i>Journal Article Presentations #7 (Emery et al) &amp; #8 (Muralidharan &amp; Sheeha)</i> Discuss Ad Example Assignment 5 *Choose a theory for the digital portfolio project and discuss potential clients
8	Mar 18	No class (spring break)
9	Mar 25	Chapter 11 Cognitive Dissonance Theory <i>Journal Article Presentations #9 (Liang)</i> Discuss Ad Example Assignment 6 Portfolio Meeting
10	Apr 1	Chapter 12 Interpersonal Persuasion <i>Journal Article Presentations #10 (Comello et al) &amp; #11 (Berger et al)</i> Ad Example Assignment 7 Portfolio Meeting *Application of theory to the client's needs due
11	Apr 8	Chapter 13 Advertising, Marketing, and Persuasion <i>Journal Article Presentations #12 (Bargh et al, Exp 1) &amp; #13 (Bargh et al, Exp 2 &amp; 3)</i> Ad Example Assignment 8 Portfolio Meeting
12	Apr 15	Portfolio Meeting
13	Apr 22	Exam 2 (Take-home; no class meeting)
14	Apr 29	Portfolio Meeting
15	May 6	<b>Final Presentations</b>
	May 11	<b>*Digital portfolio and peer review due by 11:59 PM</b>

**Policy on Scholastic Dishonesty** (<http://deanofstudents.utexas.edu/conduct/index.php>)

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also 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. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. 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.

**Policy on Religious Holy Days Observance**

(<http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance>)

The Texas Education Code specifies that an institution of higher education shall 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. 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.

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

**Students with Disabilities** (<http://www.utexas.edu/diversity/ddce/ssd>)

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.

## **Journal Article Readings**

*Note: Both ad example assignments and journal article presentations share these readings.*

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71(2), 230.

Burger, J. M., Hornisher, J., Martin, V. E., Newman, G., & Pringle, S. (2007). The pique technique: Overcoming mindlessness or shifting heuristics? *Journal of Applied Social Psychology*, 37(9), 2086-2096.

Comello, M. L. N. G., Myrick, J. G., & Raphiou, A. L. (2016). A health fundraising experiment using the “foot-in-the-door” technique. *Health Marketing Quarterly*, 33(3), 206-220.

Darke, P. R., Freedman, J. L., & Chaiken, S. (1995). Percentage discounts, initial price, and bargain hunting: A heuristic-systematic approach to price search behavior. *Journal of Applied Psychology*, 80(5), 580-586.

Emery, S. L., Szczypka, G., Abril, E. P., Kim, Y., & Vera, L. (2014). Are you scared yet? Evaluating fear appeal messages in tweets about the tips campaign. *Journal of Communication*, 64(2), 278-295.

Hamby, A., & Brinberg, D. (2016). Happily Ever After: How ending valence influences narrative persuasion in cautionary stories. *Journal of Advertising*, 45(4), 498-508.

Lee, J., Kim, S., & Ham, C. D. (2016). A double-edged sword? Predicting consumers’ attitudes toward and sharing intention of native advertising on social media. *American Behavioral Scientist*, 60(12), 1425-1441.

Lee, Y., & Koo, J. (2016). Can a celebrity serve as an issue-relevant argument in the elaboration likelihood model?. *Psychology & Marketing*, 33(3), 195-208.

Liang, Y. J. (2016). Reading to make a decision or to reduce cognitive dissonance? The effect of selecting and reading online reviews from a post-decision context. *Computers in Human Behavior*, 64, 463-471.

Morrison, D. M., Golder, S., Keller, T. E., & Gillmore, M. R. (2002). The theory of reasoned action as a model of marijuana use: Tests of implicit assumptions and applicability to high-risk young women. *Psychology of Addictive Behaviors*, 16(3), 212-224.

Muralidharan, S., & Sheehan, K. (2017). The role of guilt in influencing sustainable pro-environmental behaviors among shoppers: Differences in response by gender to messaging about england's plastic-bag levy. *Journal of Advertising Research*.

Olsen, S. O. (2001). Consumer involvement in seafood as family meals in Norway: an application of the expectancy-value approach. *Appetite*, 36(2), 173-186.