

Psychology in Advertising
Journalism 4236/7236, Sect. 01 – Fall 2019
Course Number 64275/64276
Missouri School of Journalism/Strategic Communications

Instructor: Dr. Sungkyoung Lee
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Class Time: Mo/We 12:30pm – 1:45pm
Meeting room: Zoom & Lee Hills Hall 101A
Office hours: By appointment
(please email to schedule)

COURSE DESCRIPTION AND OBJECTIVES

This course uses psychological concepts and theories to explain how and why advertising works. 1) Students will gain an understanding of how the human mind processes information and how journalism and mass communication scholars are using that knowledge to study individuals' responses as they are exposed to advertising. 2) Students will also learn how to evaluate advertisements from a psychological perspective and will complete a final project consisting of hands-on research experience. Material covered in this course is particularly relevant for students who wish to pursue any area of strategic communication research, such as working in consumer insights and strategic planning. Further, knowledge of how the human mind processes persuasive messages (i.e., advertising) is valuable for all strategic communication professionals. This course is explicitly designed to provide that knowledge.

Expectations:

Attendance is your responsibility and critical to your success in this class. In-class exercises or assignments may only be made up if you have an excused absence. Dates for in-class exercises will be determined as we proceed through course material. You may be excused for **religious holidays and health or family emergencies**. If at all possible, please let me know in advance if you will be missing class. Obtaining an excused absence will require that you contact me with an explanation for your absence within 24 hours of the absence. Note, this does not automatically mean the absence will be excused. Further, if you miss class it is your responsibility to contact me to find out what you missed and any important announcements.

You should note that **part of your grade is based on class participation**. This is why you need to come to class prepared to engage in discussion and ask questions. Simply attending class only meets minimal expectations for class participation.

You are expected to conduct yourself as a professional. I reserve the right to refuse to accept and penalize unprofessional work. You are also expected to come to class meetings having read any assigned material and ready to engage in discussion. You are preparing to enter a deadline driven field, so **turning in late work will result in at least a letter grade penalty for each day the assignment is late**. I reserve the right to adjust the penalty for extremely high- or low-quality work. All assignments must be turned in by **5PM** on the due date. Assignments I receive after **5PM** on the due date are considered at least one day late. Unless I tell you otherwise, **all assignments** will be submitted in **electronically (email to: leesungk@missouri.edu)**.

Required Reading Materials:

- (1) *The Advertised Mind: Groundbreaking Insights Into How Our Brains Respond to Advertising*
- (2) Research articles I will distribute via email or Canvas

Optional:

- (3) Ad Week and/or Ad Age

ASSIGNMENTS and EVALUATION**I. Group Work**

I will break you up into teams and you will each carry out an experimental research project on ads.

I-1. Secondary research report/presentation (20%):

As part of the research process your team is expected to review secondary research relevant to the type of advertising you are studying that has already been published. Your team will deliver a professionally prepared oral presentation (15 minutes) of the key findings from your review and how your specific research question fits into the existing body of knowledge about the type of advertising you are researching.

I-2. Experiment on psychology of advertising (30%):

The completion and final project will be 30% of your grade. The research project should use an **experimental method** and examine the impact of some feature of advertisements (e.g., humor) on psychological responses to the ad (e.g., attention, emotional response, memory, attitudes). Your team will deliver a professionally prepared **in-class oral presentation** (15 minutes) and a **final research poster on your study** (email it to everyone before your presentation). Your final presentation (both oral and research poster) will include secondary research in the form of a very short literature review justifying why you did the research and your research questions or hypotheses (and scales/measures/dependent variables) and results.

II. Individual Work**II-1. Research/data presentation days (10%):**

You will choose a **peer-reviewed journal*** research article which is related to the topics of this course and your own *or* group's interests and give a short presentation (7-10 minutes) on the article's methods and findings. (*search via Google Scholar or the library databases)

II-2. Message production (advertising) critiques (20%):

Throughout the semester you will conduct two message production critiques in which you analyze the design of specific ads from a psychological perspective applying the material covered in class. You will be critiquing ads for the ability to effectively communicate key

messages in a psychologically powerful manner that is likely to help the ad achieve communication objectives. Your critiques will be written up into short (3-5 pages) reports (10% of the grade for each).

II-3. In-Class Exercises (10%):

Periodically throughout the semester I will give you in-class exercises to do that will increase your understanding of specific material we are covering. NOTE: these will not be announced in advance and can only be made up only if you have an excused absence. These may also take the form of unannounced reading quizzes.

II-4. Class attendance and participation (10%):

This part of the grade will be an assessment of whether you attended class, were attentive during class, answered questions, and actively participated. Being disruptive and leaving class early without my permission will result in a lower grade here.

III. Graduate student only

III-1. Graduate assignment (10% of grade for grad students):

Graduate students are required to write an extra course paper that takes the form of a **research proposal relevant to psychology of persuasion or theoretical paper relevant to media psychology (or media effect)**. Details of the paper are to be approved by the instructor in an outside of class meeting that occurs **no later than the end of October**.

Grading: I will grade all work on a A, B, C, D, F, +/- scale where “C” is satisfactory, “B” is good, and “A” is excellent. To clarify, meeting the minimal basic requirements of an assignment will warrant a “C.” You will have to demonstrate insight, intelligence, and professionalism beyond the basics of an assignment to earn a “B” or “A” on any given assignment. (Graduate paper is worth an additional 10 % on top of regular class total).

Points in the class will be divided in the following manner:

Experiment on psychology of advertising (research team)	30%
Secondary research report/presentation (research team)	20%
Research/data presentation (individual)	10%
Message production critiques (2) (individual)	20%
In-Class Exercises (individual)	10%
Class attendance and participation (individual)	10%
Total	100%

J4236/J7236 Grade Scale:

94 to 100% = A

84 to 86% = B

76 to 73% = C

66 to 60% = D

90 to 93% = A-

80 to 83% = B-

72 to 70% = C-

Below 60% is an F

87 to 89% = B+

77 to 79% = C+

69 to 67% = D+

WEEKLY SCHEDULE*

*Note: Every effort will be made to adhere to this schedule, but the instructor reserves the right to alter the schedule if needed.

Week	Date (location)	Topics	*Readings & -Notes
1	8/25 (Zoom)	Course syllabus	
	8/27 (LHH101A)	More about the course	-12:30-1:00, Groups A & B -1:15-1:45, Groups C & D
2	9/1 (Zoom)	Brands and Advertising: How advertising works <i>-Research/data presentation example</i>	* DuPlessis: Chapters 2-5
	9/3 (TBA)	Brainstorming your research questions	-12:30-1:00, Groups A & C -1:15-1:45, Groups B & D
3	9/8 (Zoom)	Conducting advertising research: Research questions and methods <i>-Research/data presentation #1</i>	* Lang, A. (2009). The limited capacity model of motivated mediated message processing.
	9/5 (TBA)	How to conduct a research & How to conduct an experiment	* Grabe, M. E., & Westley, B. (2003). The controlled experiment -12:30-1:00, Groups B & D -1:15-1:45, Groups A & C
4	9/15 (Zoom)	Attention: What is attention? <i>-Research/data presentation #2</i> <i>-Ad critique 1 assigned on Tue. 9/15</i>	* Melillo, W. (2005). Inside the consumer mind. <i>Ad Week</i> . * Frazier, M. (2007). Hidden Persuasion or junk science? <i>Ad Age</i> .
	9/17 (TBA)	Variables—Advertisements (IVs) and Measures (DVs)	-12:30-1:00, Groups C & D -1:15-1:45, Groups A & B

5	9/22 (Zoom)	More about Attention Memory: The structure and function of human memory <i>-Research/data presentation #3</i> <i>-Ad critique 1 due on Tue. 9/22</i>	
	9/24 (TBA)	Learning about tool for (online) experiment	-12:30-1:00, Groups A & B -1:15-1:45, Groups C & D
6	9/29 (Zoom)	The role of consumer memory <i>-Research/data presentation #4</i>	* Braun, et al. (2002). Make my memory: How advertising can change our memories of the past. * Elliott, S. (2012). In new ads, stirring memories of commercials past. \
	10/1 (TBA)	Designing your experiment via Qualtrics 1 (finalizing stim & measures)	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
7	10/6 (Zoom)	Emotion: Concepts and Theories The role of emotion in advertising <i>-Research/data presentation #5</i>	DuPlessis: Chapter 15 Morse, D. (2005). Decisions and desire. <i>Harvard Business Review</i> .
	10/8 (TBA)	Designing your experiment via Qualtrics 2 (finalizing stim & measures)	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
8	10/13 (Zoom)	Secondary Research Presentation (15 minute per group)	
	10/15 (TBA)	Designing your experiment via Qualtrics 3 (finalizing stim & measures)	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
9	10/20 (Zoom)	Attitude: concepts and theories Principles of persuasion and attitude change <i>-Ad critique 2 assigned on Tue. 10/20</i>	DuPlessis: Chapter 15 Petty, R. E., et al. To think or not to think: Exploring two routes to persuasion. pp. 81-98.
	10/22 (TBA)	Finalizing you experiment (Approval for the experiment)	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
10	10/27 (Zoom)	Persuasion: applying TRA/TPB to Ad campaigns <i>-Ad critique 2 due on Tue. 10/27</i>	
	10/29	Data Collection	No meeting

11	11/3 (TBA)	Putting all together -Data organization	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
	11/5 (TBA)	Putting all together -Data analysis	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
12	11/10 (TBA)	Putting all together -Reading your data	-12:30-1:00, Groups A & B -1:15-1:45, Groups X & X
	11/12 (TBA)	Putting all together -Reporting results	-12:30-1:00, Groups X & X -1:15-1:45, Groups X & X
13	11/17 (Zoom)	Group Project Presentation (15 minute per group)	
	11/19	TBA	
14	11/24	Thanksgiving (No Classes)	
	11/26		
15	12/1 (zoom)	What else...? Beyond persuasion	
	12/3	TBA	
16	12/8 (Zoom)	What else...? Individual difference	
	12/10	TBA	

Decreasing the Risk of COVID-19 in Classrooms and Labs

MU cares about the health and safety of its students, faculty, and staff. To provide safe, high-quality education amid COVID-19, we will follow several specific campus policies in accordance with the advice of the Center for Disease Control and Boone County health authorities. This statement will be updated as information changes.

- **If you are experiencing any COVID-related symptoms**, or are otherwise feeling unwell, do not attend in-person classes and contact your health care provider and/or student health immediately. COVID symptoms include: fever greater than 100.4 or chills; cough, shortness of breath or difficulty breathing; fatigue; unexplained muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.
- We will all wear **face coverings while in the classroom**, unless you have a documented exemption due to a disability or medical condition.
- We will maintain a **6-foot distance from each other at all times** (except in specific lab/studio courses with other specific guidelines for social distancing).
- We will enter the classroom and **fill the room starting at the front, filing all the way across a row**. When class ends, we will exit the row nearest to the door first; the instructor or TA will give the signal for the next row to exit, in the same manner.
- In any small section or lab class that requires them, **additional measures will be listed in the syllabus and be mandatory for class participation**.
- Online office hours will be available for all students.
- This course may be recorded for the sole purpose of sharing the recording with students who can't attend class. The instructor will take care not to disclose personally identifiable information from the student education records during the recorded lesson.

Compliance with these guidelines is required for all; anyone who fails to comply will be subject to the accountability process, as stated in the University's Collected Rules and Regulations, Chapter 200 Student Code of Conduct.

If an instructor has concerns about how a student is following COVID-19 policies and protocols, please report those concerns to the Office of the Dean of Students. You can fill out a COVID Safety Measures Reporting Form

here: https://cm.maxient.com/reportingform.php?UnivofMissouriSystem&layout_id=38

By taking the above measures, we are supporting your health and that of the whole Mizzou community. Thank you in advance for joining me and your peers in adhering to these safety measures.

Last Updated July 30, 2020

Sample Statement for Mental Health

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to

treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00 – 5:00 M-F. After hours phone support is available at 573-882-6601.

Visit our website at <https://wellbeing.missouri.edu> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

Sample Statement for Academic Dishonesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Sample Statement for ADA

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

Sample Statement for Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Sample Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy

Faculty allowing recording:

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Faculty not allowing recording:

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

CORE VALUES AND COMPETENCIES

As a student of the Missouri School of Journalism, you are expected to be aware of certain core values and competencies. Specifically, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping

communications;

- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

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UNIVERSITY POLICIES

Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination. Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

Academic integrity

In the School of Journalism, academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom misconduct

Classroom misconduct is defined by the [University of Missouri's collected rules](#) and regulations are also outlined in the [M-Book Student Code of Conduct](#). Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed. Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

Dishonesty and misconduct reporting procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional standards and ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the [Teach Act](#) , and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright

Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses TurnItIn to check for plagiarism in student papers, the University has an agreement with TurnItIn so that no papers are shared with that company and are only used to cross-reference.

Audio and video recordings of classes

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Religious holidays

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

FERPA

The University of Missouri maintains educational records of students in accordance with the Family

Educational Rights and Privacy Act of 1974 (FERPA). Related topics include privacy policies at MU, display of student directory information and details about how MU manages FERPA-protected information.

Student Support Statement

Students can encounter challenges that may impact their performance in their academic programs. The School of Journalism is committed to support students who encounter these challenges. Any student who cannot afford groceries or access sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact Nicole Logue, 2500 MU Student Center, (loguejn@missouri.edu) or Lynda Kraxberger, Associate Dean for Undergraduate Studies, 120 Neff Hall, KraxbergerL@missouri.edu for a list of resources and support. In addition, the MU Tiger Pantry (<https://tigerpantry.missouri.edu/>) is a free resource with a food pantry and personal care items, located at 1400 S Rock Quarry Rd #8. Students in these situations may find it helpful to notify their professors so they can also assist with finding resources.