Psychological Processes and Media

MMC9505 (Course ID 53264-001)

3 credits; prerequisites: graduate status.

Thursday, 5:30pm-8:00pm, Annenberg Hall 0001H

INSTRUCTOR:
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OFFICE HOURS:
Tuesday 2:00-3:00PM & by appointment

COURSE OVERVIEW

How do people's emotions affect the way they use media? How do people process mediated messages? And how does media affect users? Media psychology examines how we interact with media on the psychological level. Instead of focusing only on the user or the media, media psychology examines media use and effects as an interaction between media, content message, and users. This course is structured into three general sections: 1) Motivation and adoption of media. 2) Media processing theories. And 3) Media effects. It is set this way to help you gain a general overview of the theories and methods in the field. As an advanced course, you will go through the complete process of designing a media psychology study.

There are several characteristics of this course to note:

1. This class focuses on theory, but the readings, discussion, and assignments will incorporate the empirical research used to develop and test the theories.
2. A tendency toward a positivistic paradigm and quantitative research design has dominated the study psychology for several decades and will be apparent in many of the theories and research we encounter in this course. This is not intended to convey that other approaches are unwelcome, irrelevant, or lack value.
3. Class meetings will adopt a seminar style based around thoughtful discussion. To that end, every student is expected to <u>come to class having completed the reading and prepared to actively participate in class discussions</u>.

COURSE LEARNING OBJECTIVES

By the end of the semester, students should be able to:

- Describe the assumptions, component constructs, and predictions of theories commonly used to study the psychological processes of communication.
- Engage in a critical assessment and comparison of theories and research addressing psychological processes of communication.

- Understand and appreciate the role of human psychology in general, and psychological theory more specifically in addressing questions concerning message effects and media use.
- Apply psychological concepts to design research that tests, extends, or builds theory within the context of communication research.

READINGS

There is no textbook for this class. Readings will be posted as files or electronic reserve links on Canvas.

ASSESSMENT

Your grade for the course will be based on the following assignments and evaluations:

Class Participation	10%
Moderate Discussions	30%
Mini Prospectus	10%
Final Research Proposal Paper	40%
Research Proposal Critique	10%
TOTAL	**100%**

CLASS PARTICIPATION

This is a graduate seminar. A high level of class participation is required and expected. It is important that each student demonstrate clear familiarity with the readings at the start of each class meeting and an ability to converse thoughtfully regarding as we grapple with explicating and applying theories and concepts. The participation grade will be based on both the consistency and meaningfulness of one's contribution to the class discussions.

MODERATE DISCUSSION

You will work in groups to present the key concepts of each reading, background/theory, research questions/hypotheses, methods, results, conclusions *twice* during the semester.

IMPORTANT: You should assume that the class has already read the readings, your role is not to give a detailed presentation of the readings, but to come up with thought-provoking questions that helps the class compare and integrate the theories and applications. You can send me the discussion questions on the weekend before class if you want me to look over them.

Based on your understanding of the readings, find media examples to facilitate discussion. Share the example with the class and discuss how it relates to the weekly topics. You may

prepare slides or handouts to stimulate class discussion but do not do excessive stylistic work on your slides.

RESEARCH PROPOSAL PAPER

Select a topic of interest to you concerning communication and the individual. Develop an overarching research question within that topic which can be addressed with psychological theory, and propose an original, theoretically driven study to address that question. You are not expected to collect data during the semester, but I encourage you to select a paper topic you are interested in completing after the semester is over.

All proposal papers should include a clear articulation of the gap being addressed and the importance of addressing that gap, a review of relevant literature that supports a rationale for the study and logical argument for hypotheses/specific research questions, a detailed method section identifying how you will carry out the study, and a discussion section that highlights what will be learned from the possible results of the study including the consequent theoretical implications.

The study you propose may be quantitative or qualitative. Also, you may approach this as theory testing/modification in which you use existing psychology theory to develop hypotheses to be tested with the proposed study OR you may approach this as grounded theory research in which the proposed study can be used to develop an original theory. Regardless of the approach you take, the choice of method and approach must be explicitly justified in the paper and concepts of psychological theory must be evident.

This project is divided into two parts. The first part, mini-prospectus, is the paper where You will identify a specific research question, explain why it is of interest to you, and review at least two theoretical approaches that have been applied to examine the research question or phenomenon. Explain why the research question is important (i.e. the 'so what?' question), and why our current understanding is insufficient. The purpose of the mini prospectus is help you identify key research questions or constructs that can be developed into a research project. This is expected to be approximately 6 pages long, double-spaced (not including references). The second part builds on the first paper to include the methods and discussion section. This paper is expected to be approximately 13-15 pages, double-spaced (not including references).

RESEARCH PROPOSAL CRITIQUE

Reviewing and providing constructive comments on the work of others is an important part of academic and professional life. It is also an important way to deepen one's understanding and application of theory. In this assignment, you will read a classmate's draft of the proposal and provide a brief written review and critique of their work. Your review should generally be 3-5 pages double-spaced and should focus on coherence of the logical arguments; strength of justifications for the topic, research questions/hypotheses, and methods; and appropriateness of the theory or theoretical concepts selected. You should aim to point out both strengths and weaknesses in a constructive manner.

Note the paper reviewed is likely to be outside your domain of topical knowledge and may use an unfamiliar theory. That is okay. The authors should provide the background and description you need. If there are things that seem unclear or disconnects of any sort, that is what you need to point out.

A good review not only points out areas for improvement but makes suggestions for how to make those improvements. It is also important to be as specific as possible. Some comments may be overarching, but others can reference particular pages and paragraphs.

Also, while the review should include comments on the method, the emphasis should focus on the first part of the paper (introduction through hypotheses/specific research questions).

I will evaluate these based on the breadth and depth of coverage, the validity of the critiques and recommendations, and the constructiveness of the tone.

GRADES

A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F - Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.

I (Incomplete) - assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. Incomplete grades are rare and require a written agreement between instructor and student.

Grade	Grade Pts.	% Ranges*	Standard
A	4.00	93-100	Outstanding
A-	3.67	90-92	
B+	3.33	87-89	
B	3.00	83-86	Exceeds course requirements
B-	2.67	80-82	
C+	2.33	77-79	
C	2.00	73-76	Meets basic course requirements
C-	1.67	70-72	
D+	1.33	67-69	
D	1.00	63-66	Creditable, yet below basic course expectations
F	0	0-62	Failing

*Percentages will be rounded to the nearest whole number to determine assigned grade

COURSE GRADE CHANGES

Questions about course grade changes should be directed to your instructor. *Grade changes will be made only when there is evidence of an error in grading and/or recording of a grade.*

RESOURCES

- Access your course materials
    - [Canvas](https://templeu.instructure.com) (https://templeu.instructure.com)
- Databases, journal articles, and more
    - [Temple University Libraries](http://library.temple.edu/) (http://library.temple.edu/)
- Receive Assistance with strengthening your writing
    - [Temple University Writing Center](http://www.temple.edu/writingctr/) (http://www.temple.edu/writingctr/)
- Obtain 24/7 technology assistance
    - [Computer Services Helpdesk](http://www.temple.edu/helpdesk) (http://www.temple.edu/helpdesk)

COURSE POLICIES

Late Assignments

Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day. No assignment will be accepted after five days.

Extra Credit

A student is not permitted to submit extra work in an attempt to raise his or her grade unless the same opportunities for extra credit have been offered to all students. There are no options for extra credit planned for this course at this point in time.

Attendance

Students are expected to be present in class, and students who miss class regularly should not expect to do well in this course. If you must arrive late or leave early, please do so in the least disruptive manner possible.

Students will not be penalized for absence during the semester due to illness of the student or his or her dependent with a doctor's note, subpoenas, jury duty, military service, bereavement if providing documentation (e.g., funeral program), and religious observances. Such circumstances do not include voting in local, state, or national elections.

Mobile device policy

Mobile phone devices may not be used during class time when any form of lecture, full class discussion, or small group discussion/activity is taking place <u>unless otherwise directed or permitted</u>. Mobile phones should be turned to silent before entering the classroom.

Laptop computer use

The initial policy is that laptops may be used to take notes during class or to view the readings or notes taken prior to class. However, if a student appears to be continually distracted by the use of technology or is using a laptop for non-class purposes, I will ask that student to discontinue the use of a laptop during class until further notice. If this pattern extends to several students in the class, I reserve the right to ban the use of laptops during class meetings.

All materials presented in class will be available on the course Canvas site. *Note: if the Disability Resource Center determines that you require a laptop as a course accommodation, you are welcome to use one with appropriate notice to the instructor.*

Academic Honesty/Plagiarism

The relationship between teacher and student involves a sacred contract based on trust and respect. To uphold that contract, it is every student's essential responsibility to conduct themselves in an honest and honorable manner. In particular, any form of academic dishonesty including plagiarism and cheating is unacceptable. Plagiarism is defined in the Bulletin as "the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance." This includes misrepresenting the work done by another as your own work. Cheating involves utilizing human or informational resources to assist in completing a course requirement when the use of such resources are explicitly or implicitly forbidden.

Proven scholastic misconduct in this course will result in an assignment grade of F.

Disability Disclosure Statement

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I/we will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Please note that accommodations are **not retroactive**, and will be applied in the course only from the date by which you inform the instructor of the situation and present your accommodation letter.

Student mental health and stress management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Temple University services are available to assist you with addressing these and

other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://counseling.temple.edu/.

Student and Faculty Academic Rights and Responsibilities

For additional information about university-wide policies, please see Temple University's policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) at: http://policies.temple.edu/getdoc.asp?policy no=03.70.02

Technology Usage Policy

Read Temple University's Technology Usage policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The Temple University Technology Usage Policy can be accessed at http://policies.temple.edu/PDF/84.pdf

COURSE CALENDAR

The course calendar above is subject to change. If changes in the schedule are necessary, students will be held responsible for such changes that will be announced in class.

Week 1 (8/31)   Introduction

Giles, D. (2003). Chapter 1: What is media psychology, and why do we need it?; Chapter 2: Theoretical issues in media research. In Media psychology (pp. 3-27). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Submit Discussion Leader Date Preferences by 9 PM on Sunday Sep. 3

-----------------------------UNIT I: MOTIVATION & ADOPTION OF MEDIA---------------------------------

Week 2 (9/7)   Media Uses and Gratification

Rubin, A. M. (1983). Television uses and gratifications: The interactions of viewing patterns and motivations. *Journal of Broadcasting & Electronic Media, 27*(1), 37-51.

Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society,* 3(1), 3-37.

Sundar, S. S., & Limperos, A. M. (2013). Uses and grats 2.0: New gratifications for new media. *Journal of Broadcasting & Electronic Media, 57*(4), 504-525.

Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. New Media & Society, 21(1), 97-118.

Week 3 (9/14)   Mood Management

Research Proposal Topic Question Due

Zillman, D. (1988). Mood management: Using entertainment to full advantage. In L. Donahew, H. E. Sypher, and E. Tory Higgins (Eds), *Communication, Social Cognition, and Affect* (pp. 147-171). Hillsdale, NJ: Lawrence Erlbaum Associates.

Knobloch, S. (2003). Mood adjustment via mass communication. J*ournal of Communication, 53*(2), 233-250.

Clore, G. L., Gasper, K., & Garvin, E. (2001). Affect as information. In J. P. Forgas (Ed.) *Handbook of Affect and Social Cognition* (pp. 121-144). Mahwah, NJ: Lawrence Erlbaum Associates.

Raghunathan, R., & Trope, Y. (2002). Walking the tightrope between feeling good and being accurate: Mood as a resource in processing persuasive messages. *Journal of Personality & Social Psychology,* 83(3), 510-525.

Week 4 (9/21)   Mood and Emotion

Walter, N., Demetriades, S. Z., & Nabi, R. L. (2021). Seeing red through rose-colored glasses: Subjective hope as a moderator of the persuasive influence of anger. Journal of Communication, 71(1), 79-103.

Stevens, E. M., & Dillman Carpentier, F. R. (2017). Facing our feelings: How natural coping tendencies explain when hedonic motivation predicts media use. Communication Research, 44(1), 3-28.

Frison, E., & Eggermont, S. (2017). Browsing, posting, and liking on Instagram: The reciprocal relationships between different types of Instagram use and adolescents' depressed mood. Cyberpsychology, Behavior, and Social Networking, 20(10), 603-609.

Van Koningsbruggen, G. M., Hartmann, T., Eden, A., & Veling, H. (2017). Spontaneous hedonic reactions to social media cues. Cyberpsychology, Behavior, and Social Networking, 20(5), 334-340.

Week 5 (9/28)   Media & Social Norms

Mini Prospectus Due

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annu. Rev. Psychol., 55, 591-621.

Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. Journal of personality and social psychology, 58(6), 1015.

Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. Journal of Consumer Research, 35(3), 472- 482.

Wooten, D. B., & Reed, A. (2004). Playing it safe: Susceptibility to normative influence and protective self- presentation. Journal of consumer research, 31(3), 551- 556.

Kincaid, D. L. (2004). From innovation to social norm: Bounded normative influence. Journal of health communication, 9(S1), 37-57.

Week 6 (10/5)   Media & Well-being

Hall, J. (2017). The experience of mobile entrapment in daily life. Journal of Media Psychology, 29(3), 148-158.

Janicke, S. H., Rieger, D., Reinecke, L., & Connor, W. (2018). Watching online videos at work: The role of positive and meaningful affect for recovery experiences and well-being at the workplace. Mass Communication and Society, 21(3), 345-367.

Wolfers, L. N., & Schneider, F. M. (2020). Using media for coping: A scoping review. Communication Research. Advance online publication.

Valkenburg, P., Beyens, I., Pouwels, J. L., van Driel, I. I., & Keijsers, L. (2021). Social media use and adolescents' self-esteem: Heading for a person-specific media effects paradigm. Journal of Communication, 71(1), 56-78.

-------------------------------------- UNIT II: MEDIA PROCESSING--

Week 7 (10/12)   Attention

Anderson & Kirkorian, (2006). Chapter 3. "Attention and Television," in Psychology of Entertainment, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b.

Pashler, H. E. (1998). Capacity and selection: Theorizing about attention. The psychology of attention, 217-261.

Yeykelis, L., Cummings, J. J., & Reeves, B. (2018). The Fragmentation of Work, Entertainment, E-Mail, and News on a Personal Computer: Motivational Predictors of Switching Between Media Content. Media Psychology, 21(3), 377-402.

Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. Media Psychology, 6(2), 193-235.

Week 8 (10/19)   Emotions & Processing

Nabi, R. L. (1999). A cognitive-functional model for the effects of discrete negative emotions on information processing, attitude change, and recall. Communication Theory, 9, 292-320.

Konijn, E. A., & ten Holt, J. M. (2010). From noise to nucleus: Emotion as key construct in processing media messages. In The Routledge handbook of emotions and mass media (pp. 51-73). Routledge.

Bolls, P. D. (2010). Understanding emotion from a superordinate dimensional perspective: A productive way forward for communication processes and effects studies. Communication Monographs, 77(2), 146-152.

Västfjäll, D., Slovic, P., Burns, W. J., Erlandsson, A., Koppel, L., Asutay, E., & Tinghög, G. (2016). The arithmetic of emotion: Integration of incidental and integral affect in judgments and decisions. Frontiers in psychology, 7.

Greifeneder, R., Bless, H., & Pham, M. T. (2010). When do people rely on affective and cognitive feelings in judgment? A review. Personality and Social Psychology Review.

Week 9 (10/26)   Limited Capacity Model of Attention & Memory:

Lang (2000). The limited capacity model of mediated message processing. *Journal of Communication*, 50 (1), 46-70.

Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. *Journal of Communication*, 56, S57-S80.

Lang, A., Sanders-Jackson, A., Wang, Z., & Rubenking, B. (2013). Motivated message processing: How motivational activation influences resource allocation, encoding, and storage of TV messages. Motivation and Emotion, 37(3), 508-517.

Fisher, J. T., Keene, J. R., Huskey, R. & Weber, R. (2018). The limited capacity model of motivated mediated message processing: taking stock of the past. *Annals of the International Communication Association,* 42 (4), 270-290.

Week 10 (11/2)   Dual Processing Theories of Persuasion

Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, *46*(1), 69–81. https://doi-org.libproxy.temple.edu/10.1037/0022-3514.46.1.69

Petty, R. E., & Brinol, P. (2012). The elaboration likelihood model. In P. A. M., Van Lange, A. W. Kruglanski, and E. T. Higgins (Eds), *The Handbook of Theories of Social Psychology, Volume 1.* Sage Publications: London.

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.

Chaiken, S., & Ledgerwood, A. (2012). A theory of heuristic and systematic information processing. In P. A. M., Van Lange, A. W. Kruglanski, and E. T. Higgins (Eds), *The Handbook of Theories of Social Psychology, Volume 1.* Sage Publications: London.

Week 11 (11/9)   Narrative Processing Theories

Green & Brock (2000). The Role of Transportation in the Persuasiveness of Public Narratives. *Journal of personality and social psychology*. 79(5), 701-721.

Green, M. C., & Brock, T. C. (2002). In the Mind's Eye: Transportation-Imagery Model of Narrative Persuasion. In M. C. Green, J. J. Strange & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations* (pp. 315-342). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Cohen, J. (2001). Defining identification: A theoretical look at the identification of audiences with media characters. *Mass Communication & Society*, 4 (3), 245-264. doi: 10.1207/S15327825MCS0403_01

Busselle, R., & Bilandzic, H. (2008). Fictionality and perceived realism in experiencing stories: A model of narrative comprehension and engagement. *Communication Theory, 18*, 255-280.

Cummings, J. J., Tsay-Vogel, M., Cahill, T. J., & Zhang, L. (2021). Effects of immersive storytelling on affective, cognitive, and associative empathy: The mediating role of presence. New Media & Society. Advance online publication.

Week 12 (11/16)   Bias in judgment and decision making: Priming and Framing Effects

Submit Full Research Proposal Draft for Peer Review

Scheufele, D. A., & Tewksbury, D. (2006). Framing, agenda setting, and priming: The evolution of three media effects models. Journal of Communication, 57(1), 9-20.

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. Science, 211(4481), 453-458.

O'Keefe, D. J., & Jensen, J. D. (2007). The relative persuasiveness of gain-framed loss-framed messages for encouraging disease prevention behaviors: A meta-analytic review. Journal of health communication, 12(7), 623-644.

Gigerenzer, G., & Brighton, H. (2009). Homo heuristicus: Why biased minds make better inferences. Topics in cognitive science, 1(1), 107-143.

Slovic, P., Finucane, M. L., Peters, E., & MacGregor,D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. Risk analysis, 24(2), 311-322.

Week 13 (11/23)   **No Class (Thanksgiving Break)**

Week 14 (11/30)   Social Cognitive Theory & Theory of Planned Behavior

Research Proposal Critique Due

Bandura, A. (2012). Social cognitive theory. In P. A. M., Van Lange, A. W. Kruglanski, and E. T. Higgins (Eds), The Handbook of Theories of Social Psychology, Volume 1 (pp. 349-374). Sage Publications: London.

LaRose, R., Lin, C. A., & Eastin, M. S. (2003). Unregulated Internet usage: Addiction, habit, or deficient self-regulation?. Media Psychology, 5(3), 225-253.

Wyer, R. S. (2012). A theory of social information processing. In P. A. M., Van Lange, A. W. Kruglanski, and E. T. Higgins (Eds), The Handbook of Theories of Social Psychology, Volume 1 (pp. 349-374). Sage Publications: London. http://dx.doi.org/10.4135/9781446249215.n9

Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2), 179-211.

Fishbein, M. (2008). A reasoned action approach to health promotion. Medical Decision Making, 28(6), 834-844.

Week 15 (12/7)   **Research Presentation**

Final Project Paper due by 9:00 AM on December 15