

## CMGT 510: Attitudes, Values, and Behavior

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### Course description

The purpose of this course is to teach the theory and practice of social influence processes used in everyday life—from “compliance” techniques commonly used in face-to-face sales and promotional encounters through the use of dramatic serials and games—in order to achieve intended goals: to inform, to change people’s attitudes, to change behavioral intentions, to change behaviors, and/or to change beliefs and norms. We will review traditional social psychological communication theories as well as current trends such as viral advertising, word of mouth, “influencer” campaigns, uses of Twitter and other social media, games (both “serious games” and “alternative reality games”), and transmedia narratives. The ultimate goal of this course is quite simple: we want to know how to be effective in **persuading** an audience, and we want to understand why audiences respond to messages the way they do—what are the underlying processes or theories that explain success, and what explains failure?

We begin the class with a discussion of definitions and campaigns used to change beliefs, attitudes, and behaviors. We will then focus on how consumers process information, source effects, message effects, and receiver effects, and finally move on to persuasion theories. We will bridge several disciplines: communication, health promotion, sociology, psychology, advertising/marketing, and, of course, new media. Along the way, we will evaluate a variety of award-winning or successful persuasive campaigns, and note a few failures as well.

At the end of the course, students will be familiar with the uses of theory (communication, psychological, or sociological) that guide various campaigns or approaches to influencing others and understand how and why messages have particular effects on receivers.

#### *Module 1: Foundations for Analyzing Persuasion I*

- Introduction
- Campaign Communication Overview

**Module 2: Foundations for Analyzing Persuasion II**

- Analyzing Award-Winning Campaigns
- Compliance Principles: Heuristic Processing

**Module 3: Elements of Persuasion I**

- Processing Messages
- Source Characteristics

**Module 4: Elements of Persuasion II**

- Message Factors and Emotional Appeals
- Receiver Variables

**Module 5: Theoretical Perspectives I**

- Social Learning Theory and Entertainment Education
- The Theory of Planned Behavior

**Module 6: Theoretical Perspectives II**

- The Health Belief Model and “Stages of Change”
- Games, Transmedia Narrative Theory, and Beyond

**Learning objectives**

**Persuasion Theories:**

- Explain the elements and theories of persuasion functioning within persuasive campaigns.
- Apply persuasion using a variety of channels.
- Evaluate when and how others are applying persuasive techniques.
- Analyze the ways in which a given persuasive scenario targets a specific segment of the population.

**Analytical Thinking:**

- Evaluate the reasons some messages succeed while others fail.
- Design strong campaign messages.
- Create distinct brand awareness in a persuasive campaign.

**Information Literacy:**

- Conduct academic research using a variety of library resources.

**Textbooks and materials**

- **Books:**
  - Cialdini, R.B. (2009). *Influence: Science and practice*. Boston, MA: Pearson Press.
  - Perloff, R. (2010). *The dynamics of persuasion: Communication and attitudes in the twenty-first century* (4<sup>th</sup> Ed.). New York, NY: Routledge Press.

The fifth edition of Perloff arrived this month, but you should get the 4<sup>th</sup> edition and there should be plenty of used copies you can locate.

Recommended, but not required:

- Houghton, P. & Houghton, T. (2007). *APA: The easy way*. Upper Saddle River, NJ: Pearson. **All students should be using the APA format in all papers submitted in the MA program.**

Option: Some of you may want to read and use the following:

Singhal, A., & Rogers, E. (1999). *Entertainment-Education*. Mahwah, New Jersey: Lawrence Erlbaum Associates. This book is also available electronically....

Go to USC home page

Click on Libraries

Click on "Find eJournals and eBooks"

When the system prompts you to "search" simply type in "Entertainment Education" and you will go to a new page and click on Netlibrary

You can gain access to the whole book in English, Spanish, Chinese, Japanese, etc.

Let me know if you are interested in knowing more about "Entertainment Education," because I also edited this: Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (2004). *Entertainment-Education and Social Change: History, Research, and Practice*. Lawrence Erlbaum Associates.

- **Weekly Readings:**

- Since any text book today, like Perloff's, gets dated quickly and is incomplete, I have written a set of "Weekly Readings" that updates and adds to the content of the course – what makes for an "award winning" campaign? What makes for the effective use of emotional appeals? Are is "transmedia narrative storytelling" and how is it used in engaging the consumer and in promoting sales? What are "Alternative Reality Games?" and how are they used in engaging the consumer and in promoting sales?  
These weekly readings have been uploaded into Blackboard (or will be uploaded before the first day of classes)
- **I highly recommend reading through all of the Weekly Readings soon in order to get a better grasp of newer topics in persuasion.**

- **Websites:**
  - <http://www.adcouncil.org/>
    - The Ad Council is responsible for a number of exceptional campaigns, including Smokey Bear, Give a Hoot, Friends Don't let Friends Drive Drunk, Buzzed Drinking is Drunk Driving, and the Crash Test Dummies. We will be discussing their report on PSA that made a difference, and citing some of their campaigns throughout the semester.
  - <http://www.effie.org/>
    - You will want to explore Effie's "Winners' Showcase" to see which campaigns have won awards for "effective advertising." We will refer to award-winning campaigns throughout the course, and will feature a number of these when we talk about effective campaigns.
  - <http://www.theviralfactory.com/>
    - The Viral Factory was launched in London in 2001 and is credited with some of the viral ads used by Axe and other companies, with some success. They are very creative, and also sexy and potentially offensive to some – they never air on TV.
  - <http://www.warc.com/>
    - Warc is a database providing resources for a number of topics in advertising around the world and you can search the terms "social media," "games," "storytelling," "twitter," "mobile," etc. Warc also lists award-winning campaigns.
    - You can access the Warc database through USC Libraries at <http://www.usc.edu/libraries/#eresources>.
    - In the field "Find a research database," type in "Warc" and the appropriate link will show up.
    - **Note that WARC switched from a totally free service to a more restricted service, but many reports are still available and free if you log on through the USC Library site.**
  - Other awards:
    - CLIO Healthcare Awards:  
<http://www.cliohealthcare.com/>
  - PR News, home for more Case Studies and "anvil" awards for significant PR campaign projects:  
<http://www.prnewsonline.com/>

Canes Film Festival, "Lyons Awards" – award winners are also announced in the WARC data bank, and some case studies are included.

- Download from the CDC website at [http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit\\_BM.PDF](http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.PDF)
- Social Media Examiner: <http://www.socialmediaexaminer.com/>  
Material on this website can be useful and it may be good. Talk to me before you buy or purchase anything.....

Many of you are interested in Social networks and new technologies; some of you are interested in Health and social marketing (safety, sanitation, etc.). Note that four years ago the School of Public Health at George Washington University launched an online peer-reviewed journal called “Cases” that featured how researchers, practitioners (and mentors) collaborated in addressing a public health issue. You can find the articles here:

<http://www.gwumc.edu/sphhs/departments/pch/phcm/casesjournal/>

**Other Materials:**

- **A Drop box of “Persuasion Articles” has been created and you will be or have been invited to download articles from there. Also, feel free to upload case studies and articles you find on various topics (Social media, millennials, Generation Z (or IGeneration), humor in advertising, etc.)**
- **You will each be invited to join the dropbox and you are encouraged to upload articles you find relevant (on “viral ads,” “cause related marketing,” and more).**

**Grading: Three papers, one presentation**

Paper 1. Campaign Paper	25% of grade
Paper 2. Theory or process paper	25% of grade
Paper 3. Proposal for a new campaign	25% of grade*
Oral Presentation – Student Mini-lecture	25% of grade**

\*For paper 3 you may work with one or two others in class. Why? “New” campaigns are often group exercises in real life; some people tell me that just don’t have any creative ideas are their own; group discussions on creating something new can be more stimulating and educational than working alone.

\*\*You present the contents of one of your papers to the class. Students usually present on paper 1 (campaigns launched and evaluated) or paper 3 (proposing a new campaign).

You may revise each paper as often as necessary to get an “A.” Papers are graded on clarity of writing, reasonable thoroughness of the search, accuracy in writing about the content area and accuracy of summarizing research results.

Note: All papers are written in APA-format, with reference page included at the end of the paper. All papers are to be submitted electronically to [cody@usc.edu](mailto:cody@usc.edu)

**Paper 1 is due midnight on Friday October 4th**  
**Paper 2 is due midnight on Friday November 8th**  
**Paper 3 is due midnight on Friday December 6th**  
**Presentations will be made on November 21, December 5, December 12**  
**(Day of the “Final examination”).**

I do not mark down for late papers. I do give feedback and let students revise papers. You can submit “early” and let me read and give feedback.

DO NOT PRINT PAPERS. Submit all papers electronically before midnight on the due date. Papers should be a Word document preferably labeled with your name (i.e., CodyPaper1.doc).

### **Paper 1. A Campaign review**

Paper 1 is due midnight on Friday October 4th

Review a particular campaign selling a particular product, creating a certain brand, or featuring a health or safety issue. Products or brands include advertising and marketing of Coke, Pepsi, fast food chains (Jack in the Box, McDonalds, etc.), alcohol (Absolut, “World’s Most Interesting Man,” Johnny Walker, etc.), Milk, automobiles (Chrysler, Honda, Ford, etc.), Apple products; Old Spice, P&G products, Kotex and far more.

Health and safety issues include “5 a day,” “Let’s Move,” “Truth” (tobacco control), Bullying, “Flex Your Power,” “the Meth Project,” HPV awareness, and 100 campaigns housed within the AdCouncil.

I recommend selecting a campaign that has won awards. Award winning campaigns are listed in Effie.org (for Effective Campaigns), or in the WARC database. There is usually more material written on Award winning campaigns than other campaigns. For certain topics, like Old Spice, which has won numerous awards for several years, you will find plenty of material. You will find somewhat less material on a project that is largely a viral campaign that may be effective in building a brand image and sales, like “Smart Water:”

[http://www.youtube.com/watch?v=kgX\\_IJPOifs](http://www.youtube.com/watch?v=kgX_IJPOifs)

<http://www.people.com/people/article/0,,20631042,00.html>

You may write paper 1 on “Smart Water,” but it may take a bit more effort to find information on the whole campaign (which uses viral ads and print / build board ads) and on sales figures, compared to having case studies published on Coke, Apple products, fast food restaurants, or cars; or any number of Health or social marketing campaigns (see: AdCouncil).

You may also want to select a campaign that has been in existence for some years, because you will be able to have more to say about the campaign.

Research the product / company and campaign, launch, platforms, and outcomes.

A *possible* outline for this paper includes

- I. An introduction, statement of the problem/need for a new campaign, preview of the paper;
- II. How the new campaign was conceived and researched (we call this 'formative' research) and elements selected—using what media, targeting what audience, how are messages designed, etc.
- III. How the campaign was launched, how it was assessed, and with what outcomes;
- IV. Conclusion; what worked, what did not work, what is proposed as next step.

The paper is 10 to 14 pages in length, APA-format in 12 point New Times Roman font. The last page or section is the reference page.

## **Paper 2. Paper on theory or process.**

### **Paper 2 is due midnight on Friday November 8th**

Every campaign is designed with certain ideas about how to be effective in achieving a goal with a particular type of receiver. These “certain ideas” are usually based on persuasion theories or research on psychological principles. For example, when is humor (as a message strategy) effective in capturing receivers' interest in a message, effective in making the message memorable, and effective in prompting a cognitive response? When is guilt? Fear? When and why are celebrities effective? When are “similar” others used?

Throughout much of this semester we will be reviewing how theories and research on messages influence persuasive outcomes. The campaign you reviewed in Paper 1 was undoubtedly based on a theory of influence based in psychology, communication or sociology. Often advertisers or even evaluators (testing the outcomes of campaigns) do not explicitly report what the theories that are underlying their campaigns. They may do so in a strategy report; but it is far more likely that you will have to infer the theory or principle being used.

For example, it is easy to infer that Jack in the Box uses certain forms of humor on young male receivers to sell hamburgers, that “oddvertisements” are used on young males to sell candies, and sex appeal is used to sell Axe body spray – but most women would not even find the messages amusing. Jack in the Box uses a more aggressive, in your face, kind of humor challenging rivals (and also using parodies), and this is different than incongruity resolution used to sell Skittles and Starburst candies.

In the Smart Water viral messages noted above, the campaign is using a celebrity (Anniston) and is making a “parody” of common popular viral ads; they are having fun of making viral ads, but effectively using viral ads in the process. So, Smart Water viral ads rely on celebrity endorsement and humor. The print

ads solely feature celebrity endorsement, but the visuals cleverly reinforce a simple belief about “Smart Water” being “pure,” “natural,” “balanced,” etc.

For paper 2 you may select **at least one theory or communication process** and discuss why it is appropriately used in the campaign and why there is a “good fit” between the theory/process and the campaign messages and strategy. Theories can include the ones we discuss in class and others you may have learned over the course of your academic and work career. These might include the theory of Social Comparisons, the ELM, social learning theory, Fishbein’s Theory of Reasoned Action, Self-Efficacy, the Diffusion of Innovations, the Health Belief Model, Stages of Change, Attribution theory, emotional appeals (fear, warmth, empathy), etc. and search for articles investigating the operation of these theories to a campaign. For every topic we discuss in class, there are ample resources and studies you can find online (You can search “theory of reasoned action AND water conservation” in the USC Library system, using Proquest, First Search, PsychInfo, etc.).

The paper is 10 to 14 pages in length, APA-format in 12 point New Times Roman font. The first page should be a “cover page,” and the content should start on Page 2. The last page is reference page. It should be about the same length as paper 1.

Possible outline:

- I. A Cover Page
- II. Introduction (two paragraphs, introducing topic, a few sentences about the problem, preview of paper);
- III. Overview of Theory;
- IV. Applying Theory to the Campaign;
- V. Conclusion.
- VI. References

Students often ask: How many citations do I need?

I do not have an answer to this question. If you were interning or working at Google, an advertising company, Kaiser or a hospital, you probably would want to be as thorough and as detailed as possible.

If you are citing theories like the ELM, or the Theory of Planned Behavior, you probably would want to cite 4 or 5 publications to each theory and to any relevant research on the theory. If you were to cite “celebrity endorsements” again you probably want to cite 4 to 6 studies on celebrity appeal; and the same goes for “humor,” “fear appeals,” and so on.

There will be some folders on Blackboard on selected topics (like “Humor”) because some topics are very important today.

While it is easier to locate published articles on humor and fear (and somewhat less so for guilt), everyone once in a while a message comes along that is not clearly defined in any one emotion, but cuts across several emotional feelings –



this one, for example, is powerful in that it is “vivid” and inspirational, focusing on love, pro-family, security and safety:

Embrace Life:

<http://www.youtube.com/watch?v=h-8PBx7isoM>

Celebrate more birthdays:

<http://www.youtube.com/watch?v=l7xBIUtWZ9E>

There is in fact, literature on “vividness,” values and higher-order emotions (which we will discuss later).

Nonetheless if you needed a number, I'd say “20 references to primary sources,” where primary sources are the publications you have direct access to and can download and provide to me or to any employer who asked for them.

However, I do not “count” references. I will be looking to see that you have a citation to relevant points or claims in your paper. For example, young males are especially susceptible to “humor” (which is commonly used in advertising beer, fast food, and even in Johnny Walker Christmas commercials (making fun of gift giving among men, how some men buy horrible gifts [with the solution being that one should just give Johnny Walker]).

This ad is famous (especially among advertisers, and upper-class individuals who drink ‘high-end’ liquid); you should watch it even if it is 6 minutes long:

<http://www.youtube.com/watch?v=sRW4XE9QMtU>

Using humor, they sold this product during holidays, focusing on how some men don't communicate their feelings:

<http://www.youtube.com/watch?v=ojDHmZpFMRY>

### 3) Proposal a new idea/campaign.

#### Paper 3 is due midnight on Friday December 6th

Based on previous campaigns and what you know about theories or processes (i.e., humor, fear, etc.), propose an extension of a current campaign using certain channels, target groups, appeals, etc. or propose a new campaign. Some campaigns are successful already, but can be adapted to new audiences or new channels. The “Got Milk” campaign lasted a long time because creators kept adding new variations on an old theme (“milk anxiety” – not having milk when you need it) – add Trix the rabbit, girl scouts selling cookies, etc. Or think of some way to expand the World's Most Interesting Man campaign.

Possible outline:

- I. What is the old campaign, why is a new one needed?
- II. Proposal for a new campaign or new idea
- III. What do you know about the target group (your receivers)?
- IV. Based on theory, why would this new idea be effective?

V. For this new campaign:

- a) What is/are the message appeal (logic, emotional)?
- b) Who are the speakers or sources (celebrities, average people, experts, etc.), and,
- c) Which channels are used (TV, build board, radio, internet, and direct mail?)

There is no page limit. You may treat Paper 3 as a sales pitch and it may be only four pages, or an extended outline of ideas. **What is important is that you can justify a new approach or extension – that is, provide reasons as to why it should be effective.** It may not be a paper at all; it can be a sales pitch presentation / slide show, prezi or power point presentation.

Grading is based on how well-written the materials are; but also on the logic of why you say the campaign should be successful with a certain group of receivers.

If you are thinking, can I combine papers? Perhaps write one longer paper (Paper 1+Paper 2+Paper 3)? The answer is yes. Students have done this in the past.



### Optional Alternative to Papers 1, 2 and 3

Students enrolled in this class enter our MA program with diverse backgrounds and work experience. If you have been a working professional in advertising, marketing, promotions, etc., the assignments listed above may not be sufficiently challenging. Also, some students are enrolled in our MA program in order to position themselves for specific careers, or to prepare to apply for a Ph.D. program in the near future.

In order to allow students to pursue different career options, you may opt to write one longer review paper that would include a critical look at a particular topic, theories possibly relevant to the topic, summarize the research on the topic, and propose options for new directions in its use or in its study.

Students opting for writing one longer paper have written on

**The Twiterverse** – creation, expansion, uses of, and identification of “influencers”

**Viral Marketing** – history of, effective and ineffective projects; what seems to be behind successful viral campaigns

**Viral Marketing** – history of, what are human motivations behind forwarding viral messages to others in a person’s social network

**Business plan** – students in the past have proposed new products (clothing, beverages, recreational materials) – and papers submitted throughout the semester justified why the product was needed, its benefits over rival competitors, why consumers would use it and buy it.

Note: If you opt to write one paper, (a) tell me what you are doing and how you propose to research it, using what resources, and what is the expected outcome; (b) you will still need to include a section on “theories or processes,” and, (c) you still need to turn in materials on the due dates – so you will submit a draft with references on each due date so I can read, advise, and comment.

## Weekly Readings

The “Professor’s Commentary” summaries were written for the online version of CMGT 510, which is structured a bit differently than a live class; and lasted only 12 weeks.

### Weekly Readings

#### Week 1 August 29

- Introduction to the course. Highlight “successful” campaigns
- The Advertising Council. Drunk Driving Prevention Case Study. Retrieved from [http://www.adcouncil.org/content/download/1909/17291/version/1/file/CaseStudy\\_BuzzedDriving.pdf](http://www.adcouncil.org/content/download/1909/17291/version/1/file/CaseStudy_BuzzedDriving.pdf)
- Case Studies
- The Advertising Council. Wildfire Prevention Case Study. Retrieved from [http://www.adcouncil.org/content/download/1910/17295/versive/2/file/CaseStudy\\_Wildfire.pdf](http://www.adcouncil.org/content/download/1910/17295/versive/2/file/CaseStudy_Wildfire.pdf)
- The Advertising Council. Adoption Case Study. Retrieved from [http://www.adcouncil.org/content/download/1835/16670/versive/1/file/CaseStudy\\_Adoption\\_web.pdf](http://www.adcouncil.org/content/download/1835/16670/versive/1/file/CaseStudy_Adoption_web.pdf)
- The Advertising Council (2004). Public Service Advertising. Retrieved from <http://www.adcouncil.org/Impact/Research/Public-Service-Advertising-that-Changed-a-Nation>

These case studies can be found on Blackboard, check during the first week of the semester (week of August 26):

- Effie Awards. (2007). Past, present, future.
- Effie Awards. (2007). Diamond trading company: What would you do for love this Christmas?
- Effie Awards. (2005). A diamond is forever: Spotlight on love
- Priceline wins Effie 2005
- WARC: Creative Effectiveness
- WARC: How to Use Celebrities Effectively
- WARC: What makes an Ad Persuasive
- Word document from the Instructor: Selecting a campaign

#### Week 2 September 5. This is Rosh Hashanah and attendance will not be

Read:

Professor's Commentary (These appear in the Blackboard folder, under “content,” and “Readings for September 5”)  
Readings 1: Definitions, Traditional persuasion and newer trends  
Readings 2: Overview of Campaigns and Diffusion  
Readings 3: Overview of Effective and Award Winning Campaigns

<p><b>taken, students will be excused.</b></p>	<p>There are also two WARC reports uploaded for this week: How social media and television interact (June, 2013), and Warc Trends: A casebook for Innovation in the global marketing world (August, 2013).</p> <p>Chapters 1, 2 and 12 in <i>The Dynamics of Persuasion</i>. Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York, NY: Routledge Press.</p>
<p><b>Week 3 September 12</b></p>	<p>Read:</p> <p>Professor's Commentary, Readings 4 Compliance Principles: Heuristic Processing</p> <p>Cialdini, R. B. (2009). <i>Influence: Science and practice</i> (5th ed.) Needham Heights, MA: Pearson.</p> <p>OPTIONAL: Cody, M.J., Seiter, J. &amp; Montagne-Miller, Y. (1995). Men and women in the marketplace. In P.J. Kalbfleisch and M.J. Cody, (Eds.) <i>Gender, power, and communication in human relationships</i>. (pp. 305-337). Hillsdale, NJ: Erlbaum. (Uploaded on Blackboard)</p>
<p><b>Week 4 September 19</b></p>	<p><b>Our first Guest speaker.</b> No readings.</p> <p>Monica Koyama, BA and MA from USC. She is now FX VP, Creative Services &amp; Movie Marketing.</p> <p>True, FX may be a small Cable station, but Monica Koyama went to work there when there were 12 staff members, and now there are 40 or so; and she is in charge of promoting movies and more – and these local shops have the role of creating “interstitials” that blend programming with advertising – and this is a growth for the Cable operators, and a loss to “advertising agencies.” You may want to work for Disney or a larger company, but you will have more freedom and room to grow in smaller agencies. Don’t miss this evening...</p>
<p><b>Week 5 September 26</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 5: Processing Messages</p> <p>Chapter 5 in <i>The Dynamics of Persuasion</i>. Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York: Taylor and Francis Group.</p> <p>Chapter 11 in Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York: Taylor and Francis Group.</p>

<p><b>Week 6</b> <b>October 3</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 6: Source Characteristics</p> <p>Chapters 6 in The Dynamics of Persuasion. Perloff, R. (2010). The dynamics of persuasion: Communication and attitudes in the twenty-first century (4th ed.). New York, NY: Routledge Press.</p>
<p><b>Week 7</b> <b>October 10</b></p>	<p>Second Guest Speaker:</p> <p>Sandra de Castro Buffington Director, Hollywood, Health &amp; Society   USC Annenberg Norman Lear Center 8383 Wilshire Blvd., Suite 650, Beverly Hills, CA 90211</p> <p>You do not want to miss this talk, about Entertainment Education, working with Hollywood writers, taking Journalists and writers around the world for a global experience.</p> <p>To prepare for this evening, Read:</p> <p>Professor's Commentary, Week 9: Social Learning Theory and Entertainment Education</p> <p>You can watch Albert Bandura's lecture at USC here (it is more than 1 hour): <a href="http://www.youtube.com/watch?v=xjlbKaSXM3A">http://www.youtube.com/watch?v=xjlbKaSXM3A</a></p> <p>He provides wonderful examples of Miguel Sabido's Entertainment Education telenovelas.</p> <p>The following can be found on Blackboard:</p> <p>Kennedy, M., O'Leary, A., Beck, V., Pollard, K. &amp; Simpson, P. (2004). Increase in calls to the CDC National STD and AIDS Hotline following AIDS-related episodes in a soap opera. <i>Journal of Communication</i>, 54(2), 287 – 301.</p> <p>Movius, L., Cody, M., Huang, G., Berkowitz, M., &amp; Morgan, S. (2007). Motivating television viewers to become organ donors. <i>Cases in Public Health Communication and Marketing</i>, 1.</p> <p>Nahm, S., Le, K., de Castro Buffington, S., Schiman, N., Raider, S., &amp; Resko, S. (2010). Engaging youth through partnerships in entertainment education. <i>Cases in Public Health and Communication Marketing</i>, 4.</p>

<p><b>Week 8</b> <b>October 17</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 7: Message Factors and Emotional Appeals</p> <p>Chapter 7 in <i>The Dynamics of Persuasion</i>. Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York: Taylor and Francis Group.</p>
<p><b>Week 9</b> <b>October 24</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 8: Receiver Variables</p> <p>Chapter 8 and pages 59-76 ("The Psychology of Strong Attitudes") and 80-83 ("Functions of Attitudes") in <i>The Dynamics of Persuasion</i>. Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York, NY: Routledge Press.</p>
<p><b>Week 10</b> <b>October 31, Halloween</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 10: Theory of Planned Behavior</p> <p>Pages 50-51 and 95-101 in Perloff, R. (2010). <i>The dynamics of persuasion: Communication and attitudes in the twenty-first century</i> (4th ed.). New York: Taylor and Francis Group.</p> <p>Ajzen, I. Behavioral interventions based on the theory of planned behavior. Retrieved from <a href="http://people.umass.edu/aizen/pdf/tpb.intervention.pdf">http://people.umass.edu/aizen/pdf/tpb.intervention.pdf</a></p> <p>Ajzen, I. Constructing a theory of planned behavior questionnaire. Retrieved from <a href="http://people.umass.edu/aizen/pdf/tpb.measurement.pdf">http://people.umass.edu/aizen/pdf/tpb.measurement.pdf</a></p> <p>Ajzen, I. Sample theory of planned behavior questionnaire. Retrieved from <a href="http://people.umass.edu/aizen/pdf/tpb.questionnaire.pdf">http://people.umass.edu/aizen/pdf/tpb.questionnaire.pdf</a></p> <p>Professor's Commentary, Week 11: The Health Belief Model and "Stages of Change"</p> <p>National Cancer Institute. (September 2005). <i>Theory at a glance: A guide for health promotion practice</i> (second edition). (NIH Publication No. 05-3896). Bethesda, MD: Rimer, B.K. &amp; Glanz, K.</p> <p>OPTIONAL: Dheimann. (2003, July 29). Health belief model (detailed). Retrieved from <a href="http://www.comminit.com/?q=hiv-aids/node/2709">http://www.comminit.com/?q=hiv-aids/node/2709</a></p> <p>OPTIONAL: Hayden, J.A. (2009). Health belief model. In <i>Introduction to</i></p>

	<p>health behavior theory. (pp. 31-44). Sudbury, MA: Jones and Bartlett Publishers.</p> <p>OPTIONAL: University of Twente. (2010, Sept 7). Health belief model. Retrieved from <a href="http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Health%20Communication/Health_Belief_Model.doc/">http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Health%20Communication/Health_Belief_Model.doc/</a></p> <p>There are no readings from Perloff.</p>
<p><b>Week 11 November 7</b></p>	<p>Read:</p> <p>Professor's Commentary, Week 12: ARGs, Transmedia Narrative Theory, and Beyond</p> <p>Beach, C. (2011, May 4). Transmedia Across Disciplines at National Association of Broadcasters. Wired.com. Retrieved September 17, 2011, from <a href="http://www.wired.com/magazine/2011/05/transmedia-across-disciplines-at-the-national-association-of-broadcasters/">http://www.wired.com/magazine/2011/05/transmedia-across-disciplines-at-the-national-association-of-broadcasters/</a></p> <p>Lang, A. (2011). The 5 most insane alternate reality games. Retrieved from <a href="http://www.cracked.com/article_19346_the-5-most-insane-alternate-reality-games.html#ixzzlZpvw2dMb">http://www.cracked.com/article_19346_the-5-most-insane-alternate-reality-games.html#ixzzlZpvw2dMb</a></p> <p>Technology and society: "Alternate reality" games mixing puzzles and plot lines, online and off, are becoming more popular. The Economist. Retrieved from <a href="http://www.economist.com/node/13174355">http://www.economist.com/node/13174355</a></p> <p>OPTIONAL: Martin, A., Thompson, B., &amp; Chatfield, T. (2006). 2006 alternate reality games [white paper]. Retrieved from <a href="http://archives.igda.org/arg/resources/IGDA-AlternateRealityGames-Whitepaper-2006.pdf">http://archives.igda.org/arg/resources/IGDA-AlternateRealityGames-Whitepaper-2006.pdf</a></p> <p>There are no readings from Perloff.</p>
<p><b>Week 12, November 14 – I may arrange for another Guest Speaker</b></p> <p><b>November 21, December 5, December 12:</b> Student Presentations (mini-lectures)</p> <p>Students in this class end the semester presenting a mini-lecture educating others in the class about their campaign topics. These presentations are usually a summary of Paper 1 (or a combination of Papers 1 and 2); although you can also present Paper 3 – your original idea or sales pitch.</p>	

**Academic integrity policy**



The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor. It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone other than yourself. If you have doubts about any of these practices, confer with a faculty member. Resources on academic honesty can be found on the Student Judicial Affairs Web site (<http://www.usc.edu/student-affairs/SJACS>):

1. "Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations and citations in written assignments, drawing heavily upon materials used in the university's Writing Program;
2. "Understanding and Avoiding Academic Dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration.

The "SCampus" (<http://www.usc.edu/scampus>) contains the university's Student Conduct Code and other student-related policies.

### **Disabilities policy**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor as early in the semester as possible. The phone number for DSP is (213) 740-0776.

[http://sait.usc.edu/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html)

