ANSC 510: COMMUNICATION, VALUES, ATTITUDES AND BEHAVIOR

INSTRUCTOR: Sheila T. Murphy
Fall 2015

OFFICE:
Location: 201 Kerckhoff Hall
Hours: Mondays 2:00 to 4:00 and by appointment
Phone: (213) 740-0945
Email: smurphy@usc.edu

COURSE WEBSITE: blackboard.usc.edu
Check your email linked to Blackboard regularly. The instructor will regularly send emails about class agenda and logistical arrangements through Blackboard.

Course description
We will examine persuasion from a variety of perspectives and consider how the target, the techniques, the source, the message, and the channel of communication all interplay in persuasion.

Target: A successful persuasion attempt directed at one subgroup of the population may fail when applied to a different subgroup.

Techniques: There are a variety of techniques available for any persuasion attempt. Knowing when and how to use these techniques effectively is central to any persuasion attempt.

Source: Persuasion attempts can originate from a variety of sources (e.g. parents, friends, government and businesses). What characteristics of a source are typical within successful persuasion attempts?

Message: Although the content conveyed in different persuasion attempts differ there are features that can be utilized within a message to improve the effectiveness of persuasion attempts.

Channel: There are multiple methods with which to reach a persuasion target (e.g. print, word of mouth, the internet). We will examine the strengths and weaknesses of different channels.

Course format
Class will meet weekly for up to 2 hours and 30 minutes. Class meetings will consist of lectures, presentations, exercises, videos and/or discussions.

Course objectives
Persuasion is a dynamic and developing discipline. Persuasion techniques of one hundred or even five years ago are different in many ways from effective persuasion techniques utilized today. This is due to a variety of reasons but primarily our understanding of persuasion has evolved, the target of persuasion techniques (us) has changed over the years, and finally new channels for persuasion (e.g., the internet) are now available. However, there are still many important lessons and effective techniques to be learned from past studies. This course will therefore examine past and current persuasion techniques. The objective of this course is to educate you regarding a variety of persuasion attempts many of you are exposed to daily.
An effective first step in persuading others is to identify the persuasion attempts other are directing at you.
When you have completed this course you should be able to
1. Identify persuasion attempts by individuals and organizations.
2. Improve your ability to resist persuasive appeals.
3. Understand how persuasion differs across subgroups (e.g. gender and cultures).
4. Understand the relationship between behavior and attitudes.
5. Utilize persuasion more effectively in your own day-to-day lives.
6. Employ persuasion techniques to improve the effectiveness of campaigns.

Required materials


ISBN# 1433805618 or 978-1433805615.

Required journal articles are almost all available for free on the course’s blackboard.

Additional recommended but not required texts for further reading:
For another textbook that covers the same material you could read

For those who would like to delve further into theories of persuasion I recommend (but do not require)
Relevant chapters from this book are included under Further Reading

Course Requirements:
1. Attendance — As we only meet once a week, and much of the material from lecture does not always overlap with that of the text, attendance is crucial. Everyone is allowed one unexplained absence per term. If you already know that you need to be absent more than once, I recommend you do not take this class.

2. Reading assignments — The lectures presume you have done the assigned reading prior to coming to class. The lectures will make much more sense if you have done the background reading ahead of time.

3. Discussion leader — Each week a team of 2-3 individuals will present the key concepts from the previous week in an innovative and entertaining manner. 20%
4. **Midterm paper** — You will write a 15 page paper (excluding references and appendices) on an assigned topic demonstrating your knowledge of the theories covered in the first half of the class. **30%**

5. **Final paper** — You will design an attitude change campaign on a topic of your own choosing integrating theories from the entire semester (18-20 pages) **40%**

6. **In class presentation** — This course attempts to enable you not just to design a persuasive campaign but to impart that information to others in a coherent and professional manner. Consequently, in the final class period you will prepare and present an 8-10 minute summary of your campaign to the class. **10%**

**Final grades:** Each student’s final grade will be based on the total number of points earned according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.99%</td>
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<tr>
<td>B+</td>
<td>87-89.99%</td>
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<tr>
<td>B</td>
<td>83-86.99%</td>
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<tr>
<td>B-</td>
<td>80-82.99%</td>
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<tr>
<td>C+</td>
<td>77-79.99%</td>
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<td>70-76.99%</td>
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<tr>
<td>D</td>
<td>60-69.99%</td>
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<tr>
<td>F</td>
<td>59.99% or less</td>
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</table>

Some students think that putting effort into a course automatically equals an “A” grade regardless of the level of mastery of the course material. In other words, some students mistakenly equate effort with mastery. For example, a runner can put a lot of effort into a race, but if the runner has not mastered the effective techniques of running, they may perform poorly.

**Paper guidelines:**

1. Papers must be word-processed, double-spaced, in 12-point Times New Roman font with 1 inch margins on all sides of the page.
2. Before you turn in your paper make sure you keep both a hard copy and a Word file.
3. Please ensure that each paper is written in APA style by referring to the APA manual.
4. Typos and spelling errors are unforgivable at this level and reflect poorly on you. This is a professional program and a paper with multiple grammar, typo or spelling errors will receive substantial deductions.
5. If you are not a native English speaker it is recommended that you have a native English speaker or someone from the Learning Lab look over your paper for grammar. The content of the paper, however, must be yours alone.
6. There will also be substantial penalties for assignments turned in after the deadline (up to one grade per day). An “incomplete” will only be given by the university with a documented emergency.
Delivery of Assignments
All written assignments must be both 1) submitted via blackboard and 2) submitted as a hard copy to my Kerckhoff mailbox or to me in class.
All papers (midterm and final) can be submitted in either .doc or .docx format. Do NOT submit papers in .pdf format. If you make a mistake or wish to submit a revised version blackboard will allow you to do so.
Delivering your assignments on time is crucial to your success in this course and in life more generally. The deadlines for each submission are provided with each assignment. Missing deadlines incurs significant penalties (e.g., half of the possible score). Any late assignment still has to be completed and delivered, or it may prevent you from completing the course.
The requirement of an electronic copy submitted via blackboard and a hard copy to the my Kerckhoff mailbox or in person during class ensures I should receive at least one copy of your document before the deadline. This allows you to avoid late points due to electronic delivery problems or other problems.

Classroom atmosphere
In this course, we will engage in classroom discussions. Any true discussion involves personal exposure and taking risks. Your ideas may or may not be consistent with those of your classmates but we should try to respect the views and opinions of others.
There will be times when you will give wrong answers to questions posed during classroom discussions. This is acceptable because if you knew everything about persuasion, you would most likely not be enrolled in this course.

Note on use of personal laptops during class.
Many of you expect to be able to use your personal laptops in class. Laptops are useful tools but also distracting devices. When you have your laptop in front of you, there is a temptation to IM, email, check sport scores, or watch YouTube videos while your peers are trying to engage in the lecture. This is very frustrating. When you are using your laptop for tasks other than note taking you also distract those next to you. Moreover, it is typically obvious to the instructor when a student is using their laptop for tasks unrelated to the class. To maintain the classroom atmosphere please use laptops only for tasks related to the class.

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety
http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Lateness

Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments, I will accept late work. However, in fairness to those who do turn things in on time there will be a price to pay for late work. I will grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

The grade of incomplete (IN)

The University only allows instructors to assign a grade of incomplete if work is not completed because of documented illness or some other emergency. Removal of the grade of IN must be instituted by the student and agreed to by myself and the department and reported on the official “Incomplete Completion Form” to the University.

Changes to syllabus

The course schedule will be followed as closely as possible but may vary. However, I reserve the right to make changes to the syllabus or schedule if necessary. Any changes will be announced in class or by e-mail as far in advance as possible.
# Course Schedule for Fall 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Aug 24th</td>
<td>Cognitive Influences</td>
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<td>Week 2</td>
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<tr>
<td>Aug 31st</td>
<td>Emotional and Motivational Influences</td>
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<td>Week 3</td>
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<tr>
<td>Sept 7th</td>
<td>LABOR DAY NO CLASS</td>
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<td>Week 4</td>
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<tr>
<td>Sept 14th</td>
<td>Individual Level Influences I</td>
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<td>Week 5</td>
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<tr>
<td>Sept 21st</td>
<td>Individual Level II Gender</td>
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<td>Week 6</td>
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<tr>
<td>Sept 28th</td>
<td>Social Influences I</td>
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<td>Week 7</td>
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<td>Oct 5th</td>
<td>Social Influences II</td>
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<td>Week 8</td>
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<tr>
<td>Oct 12th</td>
<td>MIDTERM DUE NO CLASS</td>
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<td>Week 9</td>
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<td>Oct 19th</td>
<td>Cross-Cultural Influences</td>
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<td>Week 10</td>
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<tr>
<td>Oct 26th</td>
<td>Media Influences I</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Nov 2nd</td>
<td>NO CLASS</td>
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<td>Week 12</td>
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<td>Nov 9th</td>
<td>Media Influences II</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>Nov 16th</td>
<td>Elaboration Likelihood Model (ELM) and Resistance to Persuasion</td>
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<tr>
<td>Week 14</td>
<td></td>
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<tr>
<td>Nov 23rd</td>
<td>The Relationship between Attitudes and Behaviors</td>
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<tr>
<td>Week 15</td>
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<tr>
<td>Nov 30th</td>
<td>Student Presentations</td>
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<tr>
<td>Week 16</td>
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<tr>
<td>Dec 7th</td>
<td>NO LECTURE Final Paper Due</td>
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ATTITUDE FORMATION AND CHANGE

Week 1: (8/24) COGNITIVE INFLUENCES

Perloff Chapters 1 - 6

Heuristics and Biases

Langer, E. Mindfulness (Aspen Talk 2014 and 1999 article “The Construct of Mindfulness”)


Schemata

Stereotyping

Further reading:
Chapters 1-5 of R. Nisbett and L. Ross Human Inference.
Langer, E. J. (1978). Rethinking the role of thought in social interaction. In J. Harvey, et al. (Eds.), New Directions in Attribution Research.
Week 2: (8/31)  EMOTIONAL AND MOTIVATIONAL INFLUENCES

Perloff Chapters 10-11

Conditioning and Modeling Approaches

Consistency Theories
Chapter 3 of Cialdini

Factors that Influence Liking
Chapter 5 and 7 of Cialdini

The Primacy of Affect

Fear Appeals

Further Reading:
Bettinghaus & Cody, Ch. 4

Week 3: (9/7)  LABOR DAY NO CLASS

Week 4: (9/14)  INDIVIDUAL LEVEL INFLUENCES I: THE SELF

Attitudes as Functional

The Self

**Self-Efficacy**

**Product Placement**

**Further Reading:**
Bettinghaus & Cody, Ch. 6

*Pages 613-651 from Theories of Cognitive Consistency, Chicago: Rand McNally.*

**Week 5: (9/21) INDIVIDUAL LEVEL INFLUENCES II: GENDER**

**Further reading:**
Bettinghaus & Cody, Ch. 9

**Week 6: (9/28) SOCIAL INFLUENCES I**

**Perloff Chapter 12-13**

**Compliance**
Chapters 3 and 6 of Cialdini
Milgram film in class

**Reciprocity & Social Comparison**
Chapter 2 of Cialdini
**Scarcity**  
Chapter 7 of Cialdini

**Bystander Apathy**  
Chapter 4 of Cialdini

**Week 7: (10/5) SOCIAL INFLUENCES II**

**Perloff Chapters 12-13**

**Group Norms**  

**Social Identity**  

**Further reading:**  
Bettinghaus & Cody, Ch. 7, 10, 11, 12, 13 & 14.  
**Week 8: (10/12) MIDTERM PAPER DUE – No class**

Please remember to submit your paper via blackboard and deliver a hard copy (either in person at KERCKHOFF front desk or my mailbox upstairs) or send hardcopy to me at 201 Kerckhoff, 734 West Adams, LA, CA 90089-0281.

**Week 9: (10/19) CROSS-CULTURAL INFLUENCES**


**Further readings:**

**Week 10: (10/26) MEDIA INFLUENCES 1**

Perloff Chapters 8 & 9

**Source, Message, Recipient and Channel Factors**

**Entertainment Education**

**Further reading:**

**Social Learning Theory, Modeling, and Parasocial Interaction in Entertainment Education.**
EE, Social Change & Social Capital

Domestic EE

International EE

Week 11: (11/2) NO LECTURE

Week 12: (11/9) MEDIA INFLUENCES II

Agenda Setting

Framing

Priming
Further Reading:
Ball-Rokeach, Rokeach and Grube (1984). The Great American Values Test: Influencing belief and behavior through TV.
CA: Sage Publications.

Week 13: (11/16) ELABORATION LIKELIHOOD MODEL (ELM) AND RESISTANCE TO PERSUASION

Perloff Chapter 7

**ELM**

**Resistance to Persuasion**

**Reactance**

**Inoculation**

**Further Readings:**


Week 14: (11/23) THE RELATIONSHIP BETWEEN ATTITUDES AND BEHAVIORS

Perloff Chapter 14

The Influence of Attitudes on Behavior

The Influence of Behavior on Attitudes


Further reading:


Week 15: (11/30) Student Presentations

Week 16: (12/7) NO CLASS FINAL PAPER DUE