

PSYCHOLOGY 556  
The Psychology of Interactive Media  
Summer 2017 (4 units)

**Instructors:**

Francesca Romana Puggelli, Ph.D.

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Hours: Office hours are made by appointment.

**Required Texts:**

Luckett O, and Casey M (2016). *The Social Organism: How Social Media Is Growing, Evolving, and Changing Who We Are*. New York, Hachette Books. (WEEK 2)

Packard V (1957). *The Hidden persuaders*, New York, D. McKay Co. (WEEK 3)

Jenkins, H., and Ford, S. (2013). *Spreadable media creating value and meaning in a networked culture*. New York, New York University Press. (WEEK 4)

Bakan J (2010). *Childhood under siege*, Free Press New York (WEEK 5)

Turkle S. (2015). *Reclaiming Conversation: The Power of Talk in a Digital*. New York, Penguin Book. (WEEK 11)

**Course Description:**

*This course focuses on how interactive media marketing has provided new opportunities for maintaining consumer loyalty and purchasing behaviors, as well as company cohesion and reputation. Whereas traditional media (e.g., television, film, radio, newspapers) feature a unidirectional transmission of information (i.e., from company to consumers), interactive media includes any media with which users can manipulate or contribute including new technologies like interactive websites, video games, and social networking, and features multi-directional interactions (i.e., between the company and the consumer, as well as consumer-to-consumer interpersonal interactions). This interdisciplinary class will draw on the historical underpinnings of media, marketing, and consumer behavior, quantitative and qualitative research studies, and real world experiences and campaigns to better understand how interactive media can innovate and improve marketing strategies and affect consumer behavior. Several social and psychological factors play an*

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*important role in understanding how new and interactive affects consumers and how these effects can be capitalized in order to develop more engaging media strategies. This course will describe the changing relationship that consumers have with new and interactive media and is especially useful for students who are planning for careers in communications- related fields.*

### **Applied Psychology Overall Program Learning Outcomes:**

We expect our graduates to gain a sound understanding of psychological principles and research methodologies that are at the intersection of theory, research, and practice in business settings. They will be able to identify key theories and apply them to a wide variety of challenges facing contemporary organizations, their employees, teams and business units, and consumers. They will be astute consumers of research used to inform organizational decisions, and will be able to credibly design, conduct, analyze and present research that will assist in corporate decision-making to constituencies both internal and external to the organization. They will be able to use both theory and data to further organizational goals and solve organizational problems, and will persuasively use written, oral and social media communication. Finally, they will approach their own career development broadly and creatively, prepared to apply psychology in new ways as the diverse worlds of work and human endeavor evolve.

**Specifically, our graduates will:**

**Outcome 1:** Learn and be able to apply key psychological theories and concepts to issues facing contemporary organizations, their employees, teams and consumers.

**Outcome 2:** Be able to design, conduct, analyze and present to a business audience both qualitative and quantitative research that is responsive to business needs and credibly informs business decisions. They will be astute consumers of such research.

**Outcome 3:** Be able to advance organizational goals to internal and external constituencies using written, oral and social media communication channels.

**Outcome 4:** Seek new opportunities to apply psychology in the ever-changing worlds of work and human endeavor and be prepared to think broadly and creatively about potential career applications.

### **Psych 556 Course Objectives:**

1. A familiarity of psychological theories that can be applied to interactive media
2. The ability to use case studies to frame and focus research objectives
3. Design, plan, execute and analyze results of research based upon a business question to guide business decisions
4. Interpret research findings for presentation to laymen using narrative and visualization techniques
5. Develop a presence and participant professionally in the interactive media space
6. Obtain a broad understanding of the career opportunities in consumer psychology

### Sessions and days of the week:

The course is divided into 15 one week sessions. Due dates for assignments and discussions are stated in day number. Day 1 is Monday, the first day of the beginning of each weekly session.

Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7	Sunday

Assignments are due no later than 11:59 p.m. in the Pacific time zone on the day that is stated in the assignments section.

### Course Format:

The key to success in this applied course is to be able to learn from your own experience and from your peers. The goal is to provide an environment where all of us will be challenging ourselves, sharing and learning from each other. Each of us must take responsibility not only for our own learning, but also for the learning of the group. It is imperative that you come to class energized, prepared, and ready to participate. Be willing to take a risk to actively commit yourself in front of the class. In addition to your assignments, you will be graded on your class preparation and the quality of your contribution in each class.

I have also created a dedicated section ("Sharing Area") for all of us to share links, books, movie review, and ads - whatever we will feel is relevant to what we will be discussing during our course. It's a free area to share and discuss and connect with the reality outside, applying the tools we will be learning, but also the natural curiosity that a media scientist needs to have.

### Methods of Evaluation:

Method of Evaluation	Percentage of Final Grade
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1. Independent Case Study Project	20%
2. Group Project	25%
3. Discussion Participation	25%
4. Weekly Assignments	20%
5. Participation (during Live session and in the Sharing area)	10%

**Independent Case Study (25 Points, 20% of Final Grade)**

The goal of this assignment is to develop an independent project, based on the knowledge you have gathered during the lessons.

First, you have to choose an advertising campaign for kids and/or teens that uses at least three different media (TV, print, online, social media, etc.)

These are the steps you need to follow to properly develop your independent case study:

WEEK 5: Each student will turn in a 1-page summary, indicating which campaign they would like to analyze (providing links and/or material of the campaign itself) and the direction they want to go in the analysis. This 1-page will need to be sent to me for approval. You don't need to start analyzing the campaign, but showing which one you have chosen and what the direction of your analysis will be.

I will give you my approval and feedback for the 1-page. After this approval you can begin to work on the independent case study.

WEEK 10: you will need to turn in the powerpoint presentation by day 1 (minimum 6 slide, maximum 10) no later than 11:59 p.m. Please send me by email and post on Moodle as well.

The power point presentation will need to follow this structure:

- Introduction (2): Why do you choose this campaign?
- Description of the campaign (4): Source, message, target, etc. and link or image or video of the campaign
- Psychological description of the campaign (4): Which elements are more persuasive? How effective is the campaign (advantages versus disadvantages)?
- The use of media (3)-Which media are involved? Which media work better? Explain the reasons.
- Your opinion of the effectiveness of the campaign (5): Include any test you may have
- Conclusion (5): What can we learn from this campaign and this unique case study?
- References (2)

The numbers in brackets indicate the number of points that will be awarded as a maximum for

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each section of the presentation, summing up to 25 points maximum.

WEEK 10/11: In these two weeks live sessions every student will have the chance to present their case study in 5/10 minutes (it depends of the numbers of students). I will assign half students to week 10 and half students to week 11 in advance (you will find the calendar in the Instructor Announcement)

**Group Project (35 Points, 25% of Final Grade)**

For this project, you are asked to select a hypothetical product (this means that the product doesn't exist, you have to think about something new that it is not on the market) and work with a small group of students (I will select the groups randomly) to develop a psychologically grounded advertising and marketing campaign that integrates old and new media. This campaign should include a description of the project, how the project will be presented to audience, the expectation of audience demographics, and the use of old and new media to capture and retain consumers. There will be 10 product categories (food, alcohol, clothes, technology, cars, home, beauty products, drugs, events, services) to choose from. Presentations (15-minutes per group) will be held during the final live session period (WEEK 15). You may select one "leader" who submits (2 DAYS BEFORE THE LIVE SESSION) the assignment for all students (i.e., you do not need to turn anything in separately).

The steps:

WEEK 2:

The leader has to submit:

- 1) 1-page summary of his/her name, group member's names, the name of who will present the power point slides and initial ideas of the group project/topic.
- 2) Three PowerPoint slide to present to the class during the live session. Each group will have 10/15 minutes (it depends of the numbers of students) to present its project proposal.

I will give you my feedback and my approval for the summary of your group project.

WEEK 15:

- 1) You will turn in your completed Group Work Project on 2 days prior to our last live session- Maximum 8 slides (.ppt document), to be posted on Moodle. You may select one "leader" who submits the assignment for all students (i.e., you do not need to turn anything in separately).
- 2) I would like everyone to turn in their "intra-group" ratings, which asks you to describe the participation of each group member on 2 days prior to our last live session. To be posted on Moodle.

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3) I would like everyone to turn in their “inter-group” rating, which asks you to describe the project of the other groups on the day after the live session. Send them to me by email.

During our last live session we will have the groups presenting what they have come up with as part of their final Group Project Grade.

This project is worth **35 points** and **25%** of the final grade.

*Group Project Grading Rubric:*

- Description and Detail of Campaign (5):
  - Why you chose this product?
  - What is new in your product?
  - How does the consumer interact with your campaign?
  - To what effect?
- Application of Psychological Theories, Research (10)
- Overall Presentation Style and Professionalism (10)
- Class Ratings (5)
  - The campaign was clear and well explained. I completely understand the experience of the consumer and the overall goal of the campaign.
  - The campaign strategies were in line with psychological theories and research, and these connections were well explained.
  - As an Executive Board Member of this (venture capital) company, I would strongly endorse this campaign.
- Intra-group Rating of Individual Participation (5)

Group Presentations of the project will take place at this week's live session. Each presentation will be 10 minutes long.

**Discussion (90 points, 25% of final grade)**

Each week you will be required to initiate and respond to two discussion questions. You are required to complete the discussion board question during the module in which it is located. Make sure you fully answer the question posed in the discussion and that your answer is based on the readings (or other appropriate course-related materials). When posting your discussion comments, it is important that you be both honest and respectful to the ideas and comments of your fellow students.

**Weekly Assignments (100 points, 20% of final grade)**

Each week you will be required to complete a short assignment that demonstrates your knowledge of the material. Assignments will vary from week to week. Instructions will be posted in each individual module.

**Overall Participation (10% of final grade)**

Overall Participation (10% of final grade) -

This grade is based on how much each student will be proactive in the Sharing Area and during the Live Sessions.

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All students are expected to contribute to the Sharing Area. This section is very relevant, since it allows student to apply what they have learned to the real world, and I would like you to participate as much as you can.

Live session: is very important that you attend the Live Session. The expectation is that the student will be fully prepared to engage in active learning through discussion, feedback and interaction - during virtual discussion

## Policies and Procedures

### Grade ranges

<b>Grade</b>	<b>Range</b>
A	93.0% or higher
A-	90.0%-92.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

### Paper guidelines

- All documents should be in Microsoft Word format.
- Papers must be type-written or word-processed, double-spaced, with 12 point font.
- Make sure you keep a copy of all submitted papers.
- Please ensure that each paper is written in APA style. Refer to the APA manual. (6th Edition)
- Finally, typos and spelling errors are unforgivable at this level and reflect poorly on you.
- All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.

### Lateness

If you are late with a submission you have to email me before the deadline and submitted as soon as possible.

### Live Class Sessions

This course has 6 LiveClass Sessions. Please refer to this guide on how to attend a LiveClass Session:

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<https://lmscontent.embanet.com/USC/VQS+Guide+for+Participants.pdf>

#### Students with Disabilities

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 the professor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

#### 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://dps.usc.edu/contact/>. This is important for the safety of the 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* <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://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/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.

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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.

**Library access**

As a USC student, you have access to all the library resources and the Psychology Subject Librarian, Emily Bergman ([ebergman@usc.edu](mailto:ebergman@usc.edu), 213-740-3855) at the Gerontology Library is available to assist you with any inquiry you may have. <https://libraries.usc.edu/research/instructional-services/remote-access-electronic-resources>.

## Technical Support and Technical Requirements

A full description of the technical requirements for this course can be found on our [technical support page](#).

Assistance to resolve technical problems is available 24 hours a day, every day of the year. This service is provided by Pearson Education, and it is restricted primarily to problems associated with the functionality of the course delivery platform.

Pearson Education Group's Help Desk staff for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor.

Examples of problems that fall within this category are:

- Unable to view multimedia files.
- Unable to view responses to comments you have posted in the Discussion area.

If you are not sure whether the problem is due to your computer system, contact Pearson's Help Desk for guidance; otherwise, contact the vendor.

To talk to a live technical support agent, please call the following number:

<b>Toll-free</b>	877-646-1885
<b>Support Center</b>	<a href="http://usc.echelp.org">http://usc.echelp.org</a>

### **Lead Instructor information**

Francesca Romana Puggelli is an accomplished professional with 15-year history of teaching Social Psychology at the master and undergraduate levels throughout various fields of social psychology.

As a college professor, she taught Social Psychology for 15 years with consistently outstanding evaluations. She taught courses of Social psychology such as Social and Environmental Psychology, Psychology of Communications, Theory and Techniques of Scientific Communications, Social Advertising, Creativity in Work Organization, Advertising Psychology and Work and Business Psychology.

She has been recognized for ability to leverage academic knowledge to practical applications in consulting roles for major corporations; history of supporting focus group testing, product launches, and advertising campaign implementation.

She is an engaging speaker with extensive history of delivering impactful conference presentations and keynotes. She is also the author of 50+ publications, including articles, monographs, edited volumes, and chapter books.

Her areas of expertise include: advertising, public service advertising, mass media, children, tourism, and communication.