

HURON UNIVERSITY COLLEGE at
WESTERN UNIVERSITY
LONDON CANADA
Department of Psychology
Fall 2019

Psychology 3722F Section 550
Persuasion Theory and Research

1.0 CALENDAR DESCRIPTION

This course will provide a critical analysis of theory and empirical research on attitudes and attitude change from a social psychological perspective. The topics include: how attitudes are formed, measured, and influence our decisions, as well as different theoretical perspectives on persuasion, factors that influence persuasive messages, and how empirical research on attitudes and persuasion is applied in various social contexts.

Prerequisite(s): At least 60% in Psych 2780E or permission of the Department at Huron

Antirequisite(s): Psych 3710F/G, Psych 3721F/G, Psych 3723F/G, Psych 3740F/G

Extra Information: 3 lecture/discussion hours, 0.5 course.

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2.0 COURSE INFORMATION

Instructor: Dr. Glen Gorman
Email address: ggorman3@uwo.ca
Office & Phone Number: V117; 519-438-7224 ext. 225
Office Hours: Tuesdays 1:30 -2:30 am
Course Website: Access via <https://owl.uwo.ca/portal>

Time & Location of Lectures: Tuesdays 2:30 – 5:30 pm, in HC-W101

- A detailed list of readings for each class will be posted on OWL.
- Please check your OWL account and Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails.

3.0 COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

- Identify major concepts, topics and theories related to attitudes and persuasion.
- Be knowledgeable about methodological and theoretical issues important to the study of attitudes and persuasion.
- Think critically about various research paradigms used in research on persuasion.
- Find, read, and evaluate scientific articles on the topic of persuasion.
- Formulate research questions and testable hypotheses.
- Reflect on the application of persuasion research in our everyday experiences.
- Discuss, write, and communicate concepts and theories in persuasion research directed at different audiences (scientific community and general public).
- Develop skills to moderate a group discussion.
- Acquire skills to work effectively in a group setting.

3.0 DESCRIPTION OF CLASS METHODS

This is a seminar course with multiple components. Students should be prepared to:

1. Read 1-3 empirical articles each week.
2. Facilitate a discussion based on one of the class readings
3. Write a critical reflection and generate questions for discussion prior to each class meeting.
4. Participate in class discussions on the assigned readings.
5. Contribute to a group project related to creating a promotional campaign for a Huron initiative.
6. Write a final paper reflecting on the group project.

5.0 READINGS AND OTHER SOURCES

The reading list for the course will be posted on OWL. The readings can be retrieved from PsycInfo through Western Libraries.

American Psychological Association (2009). *Publication Manual of the American psychological association (6th edition)*. Washington, D.C. ****Strongly recommended****

6.0 METHOD OF EVALUATION

This course uses a variety of ways to help you learn about the Psychology of Persuasion:

1. **Discussion facilitation (15%).** You will be required to facilitate a discussion on one of the assigned readings during the course. The facilitation will provide you with an opportunity to lead the class through a discussion of the reading, which is different than simply participating in a discussion.
2. **Critical reflections (25%).** Each week, students will be required to submit a 1-page, single spaced critical reflection on the *set* of assigned readings (note that these reflections are not summaries of the readings). The reflections should demonstrate that the student has read the papers in-depth, and has thought about how the set of papers complement each other.

Students should bring a copy of their reflections to class and be prepared to share their reflections. Critical reflections are due on the Sunday evening at 11:55 PM *prior to class meetings* and must be submitted online via OWL. Late submissions will not be accepted. The lowest 2 reflection grades will be dropped.

3. **Discussion questions (5%).** Each week, students will be required to submit one discussion question for each assigned reading prior to class meetings. These questions should be high quality with the intention of generating thoughtful responses from other students. Discussion questions should be submitted online via OWL to the Forum section of the course website. Discussion questions are due on Sunday evening at 11:55 pm *prior to class meetings*. Late submissions will not be accepted.
4. **Class discussion participation (15%).** You will be required to participate in the discussions for each assigned reading. Participation will be based on the quality and quantity of contributions.
4. **Group project (20%, grade partially based on peer evaluations).** During the term, you will be working in small groups to apply research and findings in the attitudes and persuasion literature to create a promotional campaign for a Huron initiative. Through this project, you will also acquire the skills needed to work in a group setting. The promotional campaign will include the creation of a video, as well as one other form of media (e.g., poster, social media posts, etc.). The purpose of the group project is for you to apply research on attitudes and persuasion to create an effective campaign for generating interest in your chosen Huron initiative. Your group will present the video and the research behind the video to the instructor for feedback on Tuesday November 19, 2019, worth 5% of your final grade. Your group will then present the final video and research to the broader Huron community on Thursday, Nov 28, 2019 (during the Fall CURL Exhibition), worth 15% of your final grade. Detailed instructions and the grading rubric for the group project will be distributed in class and made available on OWL. A portion of each class will be devoted to working on the group project.
5. **Final paper on group project (20%).** *Each student* will be required to submit a 10-page, double spaced paper based on the group project. The paper must discuss the persuasion theories/concepts/methods etc. that the group decided to base the project on. The paper must also address how the theory or concept was used by the group to create a persuasive campaign and why you believe it will be effective at accomplishing the goals of the campaign. Guidelines will be provided in class.

More details for each method of evaluation will be provided in class.

6.1 SCHEDULE OF DATES FOR COURSE WORK

Course Component	Date	% of Final Mark
Discussion facilitation	Once during the term	15
Critical reflections	Weekly basis, due Sundays at 11:55 pm	25
Discussion questions	Weekly basis, due Sundays at 11:55 pm	5
Class discussion participation	Weekly basis	15
Group project presentation*	Tues Nov 19, 2019 (during class time)	5
Final group project presentation*	Thur Nov 28, 2019 (at Fall CURL Exhibition)	15
Final paper on group project	Friday Dec 6, 2019, 11:55 pm	20

*Please note that your grade for the group project will be partially based on peer evaluations. This will be explained further in class.

7.0 TENTATIVE SCHEDULE OF TOPICS

This is a tentative schedule of the topics we will be covering in class and is subject to change. Any changes to the readings or topic dates will be announced in class and posted on OWL. The full reading list will be posted on OWL.

Dates	Topics
Sept 10	Introduction
Sep 17	Theory and Measurement
Sep 24	Theory and Measurement
Oct 1	Attitude Formation
Oct 8	Attitude Content, Structure, & Function
<i>Oct 15</i>	Attitude Content, Structure, & Function
Oct 22	Attitudes and Behaviour
Oct 29	Impact of Attitudes on Information Processing and Behaviour
Nov 5	Fall Break, no class
Nov 12	Influences on Attitudes
Nov 19	Practice group presentations
Nov 26	<i>No class on Nov 26. Groups will present project at Fall CURL Exhibition on Nov 28</i>
Dec 3	Resistance to Persuasion

8.0 POLICY ON GRADING

Students at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

9.0 SUBMISSION OF WORK

Please note that ALL written work must be submitted electronically through the course website, which allows TurnItIn to conduct a plagiarism check (you do not need to go to the TurnItIn website). Please allow ample time for your submission—this means that you should avoid submitting your work last minute. The TurnItIn report can sometimes take a while to generate so submit your work as early as possible. If you are having issues with your electronic submission, you must contact the instructor BEFORE the deadline. Do NOT submit your work as an email attachment to the instructor and expect to use that as a record of when you submitted your work as this submission will not contain a TurnItIn report.

10.0 LATE PENALTIES

Electronic copies of written work, which include thought papers and research proposals, are due at 11:55 pm. The late penalty is 2% a day for up to 21 days (including weekends). Any written work turned in later than the 21st day following the due date will receive a grade of zero. Extensions for reports are normally considered only before the deadline and granted for medical reasons deemed acceptable by the Dean or his or her designate. Additional information regarding University policy regarding relief based on medical grounds appears in the Appendix.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as

quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies,

and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>