COURSE DESCRIPTION AND OBJECTIVES

This course uses psychological theory to explain how and why advertising works. Students will gain an understanding of how the human mind processes information and how journalism and mass communication scholars are using that knowledge to study individuals’ responses as they are exposed to advertising. Students will also learn how to evaluate advertisements from a psychological perspective and will complete a final project consisting of hands-on research experience. Material covered in this course is particularly relevant for students who wish to pursue any area of strategic communication research, such as working in consumer insights and strategic planning. However, knowledge of how the human mind processes persuasive messages is valuable for all strategic communication professionals. This course is explicitly designed to provide that knowledge.

Expectations:
Attendance is your responsibility and critical to your success in this class. In-class exercises or assignments may only be made up if you have an excused absence. Dates for in-class exercises will be determined as we proceed through course material. You may be excused for religious holidays and health or family emergencies. If at all possible, please let me know in advance if you will be missing class. Obtaining an excused absence will require that you contact me with an explanation for your absence within 24 hours of the absence. Note, this does not automatically mean the absence will be excused. If you miss class it is your responsibility to contact me to find out what you missed and any important announcements.

You should note that part of your grade is based on class participation. This is why you need to come to class prepared to engage in discussion and ask questions. Simply attending class only meets minimal expectations for class participation.

You are expected to conduct yourself as a professional. I reserve the right to refuse to accept and penalize unprofessional work. You are also expected to come to class meetings having read any assigned material and ready to engage in discussion. You are preparing to enter a deadline driven field, so turning in late work will result in at least a letter grade penalty for each day the assignment is late. I reserve the right to adjust the penalty for extremely high or low quality work. All assignments must be turned in by class time on the due date. Assignments I receive after class
time are considered at least one day late. Unless I tell you otherwise, all assignments will be submitted in electronically.

**Required Reading Materials:**
(1) *The Advertised Mind: Groundbreaking Insights Into How Our Brains Respond to Advertising*
(2) Research articles I will distribute via email or Blackboard

Optional:
(3) Ad Week and/or Ad Age

**ASSIGNMENTS and EVALUATION**

1. **Experiment on psychology of advertising (30%)**:

I will break you up into teams and you will each carry out an experimental research project on ads. The completion and final project will be 30% of your grade. The research project should use an experimental method and examine the impact of some feature of advertisements (e.g., humor) on psychological responses to the ad (e.g., attention, emotional response, memory, attitudes). Your team will deliver a professionally prepared in-class oral presentation (15 minutes) and a final written report on your study. Your final written report/presentation will include secondary research in the form of a very short literature review justifying why you did the research and your research questions or hypotheses (and scales/measures/dependent variables). ALSO: You are required to write a PROFESSIONAL short brief on the findings of the research (to be printed and handed out for your oral presentation).

2. **Secondary research report/presentation (20%)**:

As part of the research process your team is expected to review secondary research relevant to the type of advertising you are studying that has already been published. Your team will deliver a professionally prepared oral presentation (15 minutes) of the key findings from your review and how your specific research question fits into the existing body of knowledge about the type of advertising you are researching.

3. **Research/data presentation days (10%)**:

You will choose a peer-reviewed journal (found via Google Scholar or the library databases) research article related to your own or group’s interests and give a short presentation (5 minutes) on the article’s methods and findings.

4. **Message production (advertising) critiques (20%)**:
Throughout the semester you will conduct two message critiques in which you analyze the design of specific ads from a psychological perspective applying the material covered in class. You will be critiquing ads for the ability to effectively communicate key messages in a psychologically powerful manner that is likely to help the ad achieve communication objectives. Your critiques will be written up into short (3-5 pages) reports (10% of the grade for each).

5. **In-Class Exercises (10%)**

Periodically throughout the semester I will give you in class exercises to do that will increase your understanding of specific material we are covering. NOTE: these will not be announced in advance and can only be made up if you have an excused absence. These may also take the form of unannounced reading quizzes.

6. **Class attendance and participation (10%)**

This part of the grade will be an assessment of whether you attended class, were attentive during class, answered questions, and actively participated. Being disruptive and leaving class early without my permission will result in a lower grade here.

7. **Graduate assignment (10% of grade for grad students)**

Graduate students are required to write an extra course paper that takes the form of a research proposal relevant to psychology of persuasion or theoretical paper relevant to media psychology. Details of the paper are to be approved by the instructor in an outside of class meeting that occurs no latter than the end of October.

**Grading:** I will grade all work on a A, B, C, D, F, +/- scale where “C” is satisfactory, “B” is good, and “A” is excellent. To clarify, meeting the minimal basic requirements of an assignment will warrant a “C.” You will have to demonstrate insight, intelligence, and professionalism beyond the basics of an assignment to earn a “B” or “A” on any given assignment.

Points in the class will be divided in the following manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Experiment on psychology of advertising (research team)</td>
<td>30%</td>
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<tr>
<td>Secondary research report/presentation (research team)</td>
<td>20%</td>
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<tr>
<td>Research/data presentation (individual)</td>
<td>10%</td>
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<tr>
<td>Message production critiques (2) (individual)</td>
<td>20%</td>
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<tr>
<td>In-Class Exercises (individual)</td>
<td>10%</td>
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<tr>
<td>Class attendance and participation (individual)</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**J4236 Grade Scale:**

- 94 to 100% = A
- 90 to 92% = A-
- 87 to 89% = B+
- 84 to 86% = B
- 80 to 83% = B-
- 77 to 79% = C+
- 76 to 73% = C
- 72 to 70% = C-
- 69 to 67% = D+
- 66 to 60% = D
- Below 60% is an F

**J7236 Grading:**

Graduate paper is worth an additional 10% on top of regular class total. All graduate students are graded on a straight letter grade scale with no pluses or minuses.

100-90% = A; 89-80% = B; 79-70% =
**WEEKLY SCHEDULE***

*Note: Every effort will be made to adhere to this schedule, but the instructor reserves the right to alter the schedule if needed.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
</tr>
<tr>
<td>Tues (8/23)</td>
<td>Introduction Class &amp; syllabus overview</td>
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<td>Thurs (8/25)</td>
<td>How advertising works: discussion of brands and advertising</td>
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<tr>
<td>WEEK 2</td>
<td></td>
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<tr>
<td>Tues (8/30)</td>
<td>Defining advertising as a mediated message processing</td>
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<tr>
<td>Thurs (9/1)</td>
<td>Conducting advertising research: Research questions and methods</td>
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<tr>
<td>READING</td>
<td></td>
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<tr>
<td>DuPlessis: Chapters 2-5</td>
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<tr>
<td>Note: Research team AND Ad Critique 1 assigned Thursday, 9/1</td>
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<tr>
<td>Note: I will present how to do research/data presentation Thursday, 9/1</td>
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<tr>
<td>WEEK 3</td>
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<tr>
<td>Tues (9/6)</td>
<td>Understanding Attention and Motivation Attention: Defining attention as a cognitive resource allocation</td>
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<tr>
<td>Thurs (9/8)</td>
<td>Motivation and controlled processing</td>
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<tr>
<td>READING</td>
<td></td>
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<tr>
<td>Note: Research/Data Presentation #1, Thursday, 9/8</td>
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<tr>
<td>Note: Ad Critique 1 due Thursday, 9/8</td>
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<td>WEEK 4</td>
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<td>Tues (9/13)</td>
<td>Understanding Memory The structure and function of human memory</td>
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<tr>
<td>Thurs (9/15)</td>
<td>The role of consumer memory</td>
</tr>
<tr>
<td>READING</td>
<td></td>
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<tr>
<td>Elliott, S. (2012). In new ads, stirring memories of commercials past. <em>New York</em></td>
<td></td>
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</tbody>
</table>
Times.

Note: Research/Data Presentation #2, Thursday, 9/15

WEEK 5
- Understanding Emotion
  - Tues (9/20): Concepts and Theories of Emotion
  - Thurs (9/22): Implications: The role of emotion in advertising processing

READING
- DuPlessis: Chapter 6-9

Note: Research/Data Presentation #3, Thursday, 9/22

WEEK 6
- Understanding Attitude and Persuasion
  - Tues (9/27): How consumers from their attitudes towards products I: Concepts and theories
  - Thurs (9/29): How consumers from their attitudes towards products II: Principles of persuasion and attitude change

READING
- DuPlessis: Chapter 15

Note: Ad Critique 2 assigned 9/29
Note: Research/Data Presentation #4, Thursday, 9/29

WEEK 7
- How advertising influences buying behavior
  - Tues (10/4): Theory of reasoned actions
  - Thurs (10/6): Beyond reasons and plans

Note: Research/Data Presentation #5 on 10/6
Note: Ad Critique 2 due Thursday, 10/6

WEEK 8
- How to conduct experiment
  - Tues (10/11): Individual difference
  - Thurs (10/13): The process of conducting experiment

WEEK 9
- Secondary research presentation (15 minutes per group)

WEEK 10
- What else…
Tues (10/25) Advertising in the new millennium
Thurs (10/27) Psychology and culture

**READING**

**NOTE:** The remainder of this course is dedicated to conducting your advertising psychology experiment. This will involve a SIGNIFICANT amount of work outside of regularly scheduled class time. The regular class time will be allocated to working on experiments but please be aware that you will need to be ready to have significant availability outside of class time to meet with me and your research team to successfully complete this final project.

**WEEK 11**
Tues (11/1) Preparing your experiment
Experiment & Media Lab
Thurs (11/3) Media Lab Training Session/Individual group meet with me

**WEEK 12**
Tues (11/8) Launching your experiment
Experiment Preparation/Group work
Thurs (11/10) Approval for the experiment /Individual group meet with me

**WEEK 13**
Tues (11/15) Data collection
Thurs (11/17)

**WEEK 14**
Tues (11/22) Thanksgiving Week (No Class)
Thurs (11/24)

**WEEK 15**
Tues (11/29) Data analysis and presentation prep/Individual group meet with me
Thurs (12/1)

**WEEK 16**
Tues (12/6) Final presentation (15 minutes per group)
Thurs (12/8)
ACADEMIC INTEGRITY

Academic Honesty
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom Misconduct
Classroom misconduct is defined by the University of Missouri’s collected rules and regulations are also outlined in the M-Book Student Code of Conduct.

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed.

Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.
Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures
MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU’s Office of Student Conduct. Allegations of academic misconduct must be reported to MU’s Office of the Provost.

Professional Standards and Ethics
The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Sample Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy
Faculty allowing recording:
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Faculty not allowing recording:
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters. Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.
Office for Civil Rights & Title IX Information:
University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the Office for Civil Rights & Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Students with Disabilities:
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.
If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays
Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.
Professional Values and Competencies
The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.