

# MMC 6936-14E5

# Media Psychology

## Course Info

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**When:** Monday 12:50am-3:50pm

**Where:** Weimer Hall 1098

**Instructor:** Dr. Yu-Hao Lee

**E-mail:** leeyuhao@jou.ufl.edu

**Phone:** (352)392-3951

**Office hours:** by appointment

**Office:** 3051 Weimer Hall

The best way to reach me is through email. I check my email very frequently. If you send me an email, expect to receive a response within 48 hours.

## Course Objectives

How do people with different motivations approach media? How do people's emotions affect the way they use media? How do people process mediated messages? And how does media affect users? Media psychology examines how we interact with media on the psychological level. Instead of focusing only on the user or the media, media psychology examines media use and effects as an interaction between media, content message, and users. This course is structured into three general sections: 1) Motivation and adoption of media. 2) Media processing theories. And 3) Media effects. It is set up this way to help you gain a general overview of the theories and methods in the field. As an advanced course, you will go through the complete process of designing and conducting a media psychology study. Students should have basic knowledge of (or strong motivations to learn) quantitative research methods to succeed in this course.

## Readings

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There are no required textbooks for this class, all the readings will be posted on the Canvas course site (<https://lss.at.ufl.edu>) select "e-Learning in Canvas," and log in using your Gatorlink ID

## Requirements

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**Moderate discussions:** You will work in groups to present the key concepts of each reading, background/theory, research questions/hypotheses, methods, results, conclusions.

**IMPORTANT:** You should assume that the class has already read the readings, your role is not to give a detailed presentation of the readings, but to come up with thought-provoking question that helps the class compare and integrate the theories and applications. You can send me the discussion questions on the weekend before class if you want me to look over them.

Based on your understanding of the readings, find media examples to facilitate discussion. Share the example with the class and discuss how it relates to the weekly topics. You may prepare slides or handouts to stimulate class discussion but do not do excessive stylistic work on your slides.

**Mini-prospectus (Due Jan. 23):** You will identify a specific research question, explain why it is of interest to you, and review at least two theoretical approaches that have been applied to examine the research question or phenomenon. Explain why the research question is important (i.e. the ‘so what?’ question), and why our current understanding is insufficient. The purpose of the mini prospectus is help you identify key research questions or constructs that can be developed into a research project.

**The second paper (Due Feb. 27):** You will focus on the specific construct/phenomenon that was presented and revised in the mini-prospectus. Provide a literature review of the issue by focusing on various theoretical approaches that have been applied to the phenomenon. The paper may discuss this in an evolutionary manner, i.e., detailing how theories have developed and replaced one another. Identify competing theories and perspectives and how they have been applied to related phenomena, highlight the disagreements that need to be resolved conceptually and empirically. The literature review should ‘not’ be a reading list of existing literature, compare and summarize existing studies, identify what the critical arguments and differential explanations are that remain contested or conflicted which need resolution in order for a more sophisticated understanding of the phenomenon to be reached. The second paper should conclude with a proposed study design including your measurement scales. The purpose of this paper is to demonstrate that you understand how to formally apply theory to problems and deduce testable research questions that can be operationalized.

**The final research paper (Due April 21):** As an advanced course. The final paper should be a complete research paper that can be submitted to a conference or journal for publication. You will extend the second paper by revising the method section and reporting your study results. Your final paper should be 20-25 pages in length not including the references (APA 6<sup>th</sup> edition) including introduction, literature review, research question/ hypotheses, method, results and discussion.

**Final presentation:** at the end of the semester, you will have 20 minutes to present your paper (not including Q&A) in which we will discuss your topic of research and provide feedback. Prepare your presentation as you will in an academic conference.

## Grading

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Moderate discussions	30%
Mini prospectus	5%
Second paper	35%
Final paper	20%
Final presentation	5%
Class participation	5%

A	90% -100%
B	80%-89.99%
C	70%-79.99%
D	60%-69.99%
E	Under 60%

## Class Policy

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**Attendance:** Seriously, graduate students do not skip classes. The class will start promptly, if you come in late or must leave early, please do so quietly without disturbing others.

**Electronic devices:** You are allowed to bring laptops or tablets for note-taking. But uses of other electronic devices are strictly prohibited during class, ESPECIALLY cellphones. Please turn your phone off or to silent mode during class and keep it tucked away.

**Honor Code:** As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. As an instructor at this university, I am also charged with its enforcement and take that responsibility very seriously.

You can find the complete honor code via this link:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Among the activities that could result in Honor Code violations are plagiarism, cheating, misrepresenting sources, the unauthorized use of others' work, etc.

Examples of academic dishonesty include, but are not limited to:

- Using phrases or quotes from another source without proper attribution or quotation marks. This includes paraphrasing without proper attribution
- Pass off other people's ideas as your own
- Turning in the same assignment or paper from your other courses
- Fabrication of literature or data
- For this class, five or more words (verbatim) from a source without proper

Ask the instructor if you are uncertain about your Honor Code responsibilities within this course.

**Special Needs:** According to University policy, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide

appropriate documentation to you and you should provide this documentation to me when requesting specific accommodation. It is your responsibility to initiate this conversation early in the semester and you should plan to meet with me during office hours to discuss this.

## Tentative Schedule

Date	Topic	Readings
Jan. 9	Introduction	<ol style="list-style-type: none"> <li>1. Chaffee, S. H., &amp; Berger, C. R. (1987). What do communication scientists do? In C. R. Berger &amp; S. H. Chaffee (Eds.), <i>Handbook of communication science</i> (pp. 99-122). Newbury Park, CA: Sage. [Read up to page 105]</li> <li>2. Sutton, R. I., &amp; Staw, B. M. (1995). What theory is not. <i>Administrative science quarterly</i>, 371-384.</li> <li>Giles, D. (2010). Chapter 1: History of the mass media; Chapter 2: Ways of thinking about the psychology of media. In <i>Psychology of the media</i> (pp. 5-26). New York, NY: Palgrave Macmillan.</li> <li>3. Giles, D. (2003). Chapter 1: What is media psychology, and why do we need it?; Chapter 2: Theoretical issues in media research. In <i>Media psychology</i> (pp. 3-27). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</li> </ol>
Jan. 16	Holiday (No Class)	
<b>Motivation and adoption of media</b>		
Jan. 23	Motivations <a href="#">[Mini prospectus due on before 11:59pm]</a>	<ol style="list-style-type: none"> <li>1. Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. <i>Educational psychologist</i>, 34(3), 169-189.</li> <li>2. Ryan, R. M., &amp; Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American psychologist</i>, 55(1), 68.</li> <li>3. Tamborini, R., Bowman, N. D., Eden, A., Grizzard, M., &amp; Organ, A. (2010). Defining media enjoyment as the satisfaction of intrinsic needs. <i>Journal of communication</i>, 60(4), 758-777.</li> <li>4. Oliver, M. B., &amp; Bartsch, A. (2011). Appreciation of entertainment. <i>Journal of Media Psychology</i>. 23, 29-33</li> </ol>
Jan. 30	Social cognitive theory and media	<ol style="list-style-type: none"> <li>1. Bandura, A. (2001). Social cognitive theory of mass communication. <i>Media psychology</i>, 3(3), 265-299.</li> <li>2. Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education &amp; Behavior</i>, 31(2), 143-164.</li> <li>3. LaRose, R., &amp; Eastin, M. S. (2004). A social cognitive theory of Internet uses and gratifications:</li> </ol>

		<p>Toward a new model of media attendance. <i>Journal of Broadcasting &amp; Electronic Media</i>, 48(3), 358-377.</p> <ol style="list-style-type: none"> <li>4. LaRose, R., Lin, C. A., &amp; Eastin, M. S. (2003). Unregulated Internet usage: Addiction, habit, or deficient self-regulation?. <i>Media Psychology</i>, 5(3), 225-253.</li> <li>5. Fox, J., &amp; Bailenson, J. N. (2009). Virtual self-modeling: The effects of vicarious reinforcement and identification on exercise behaviors. <i>Media Psychology</i>, 12(1), 1-25.</li> </ol>
Feb. 6	Theory of planned behavior action and social norms	<ol style="list-style-type: none"> <li>1. Ajzen, I. (1991). The theory of planned behavior. <i>Organizational behavior and human decision processes</i>, 50(2), 179-211.</li> <li>2. Fishbein, M. (2008). A reasoned action approach to health promotion. <i>Medical Decision Making</i>, 28(6), 834-844.</li> <li>3. Cialdini, R. B., Reno, R. R., &amp; Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. <i>Journal of personality and social psychology</i>, 58(6), 1015.</li> <li>4. Cialdini, R. B., &amp; Goldstein, N. J. (2004). Social influence: Compliance and conformity. <i>Annu. Rev. Psychol.</i>, 55, 591-621.</li> <li>5. Goldstein, N. J., Cialdini, R. B., &amp; Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. <i>Journal of consumer Research</i>, 35(3), 472-482.</li> </ol>
<b>How do we process mediated messages?</b>		
Feb. 13	Attention	<ol style="list-style-type: none"> <li>1. Anderson &amp; Kirkorian, (2006). Chapter 3. "Attention and Television," in <i>Psychology of Entertainment</i>, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b.</li> <li>2. Harris, Cady, Tran, (2006). Chapter 5. "Comprehension and Memory," in <i>Psychology of Entertainment</i>, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum</li> <li>3. Drew, D., &amp; Weaver, D. (1990). Media attention, media exposure, and media effects. <i>Journalism &amp; Mass Communication Quarterly</i>, 67(4), 740-748.</li> <li>4. Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. <i>Media Psychology</i>, 6(2), 193-235.</li> <li>5. Lang, A., Bradley, S. D., Park, B., Shin, M., Chung, Y. (2006). Parsing the resource pie: Using STRTs to measure attention to mediated messages. <i>Media Psychology</i>, 8, 369-394.</li> </ol>

Feb. 20	Emotions (week1)	<ol style="list-style-type: none"> <li>1. Bolls, P. D. (2010). Understanding emotion from a superordinate dimensional perspective: A productive way forward for communication processes and effects studies. <i>Communication Monographs</i>, 77(2), 146-152.</li> <li>2. Nabi, R. L. (1999). A cognitive-functional model for the effects of discrete negative emotions on information processing, attitude change, and recall. <i>Communication Theory</i>, 9, 292-320.</li> <li>3. Västfjäll, D., Slovic, P., Burns, W. J., Erlandsson, A., Koppel, L., Asutay, E., &amp; Tinghög, G. (2016). The arithmetic of emotion: Integration of incidental and integral affect in judgments and decisions. <i>Frontiers in psychology</i>, 7.</li> <li>4. Greifeneder, R., Bless, H., &amp; Pham, M. T. (2010). When do people rely on affective and cognitive feelings in judgment? A review. <i>Personality and Social Psychology Review</i>.</li> <li>5. TBD</li> </ol>
Feb. 27	Cognitive processing of mediated message [Paper 2 due before 11:59pm]	<ol style="list-style-type: none"> <li>1. Lang, A., Potter, R. F., &amp; Bolls, P. D. (2009). Where psychophysiology meets the media: Taking the effects out of media research. In J. Bryant &amp; M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research</i> (pp. 185-206). New York, NY: Routledge.</li> <li>2. Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. <i>Journal of Communication</i>, 56, S57-S80.</li> <li>3. Lang, A., Sanders-Jackson, A., Wang, Z., &amp; Rubenking, B. (2013). Motivated message processing: How motivational activation influences resource allocation, encoding, and storage of TV messages. <i>Motivation and Emotion</i>, 37(3), 508-517.</li> <li>4. Fisch, S. M. (2000). A capacity model of children's comprehension of educational content on television. <i>Media Psychology</i>, 2(1), 63-91.</li> </ol>
Mar. 6	SPRING BREAK	
Mar. 13	Persuasion: HSM & ELM	<ol style="list-style-type: none"> <li>1. Todorov, A., Chaiken, S., &amp; Henderson, M. D. (2002). The heuristic-systematic model of social information processing. <i>The persuasion handbook: Developments in theory and practice</i>, 195-211.</li> <li>2. Petty, R. E., Briñol, P., &amp; Priester, J. R. (2009). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant &amp; M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research</i> (3rd Ed., pp. 125-164). Mahwah, NJ: Lawrence Erlbaum Associated, Inc.</li> <li>3. Petty, R. E., Cacioppo, J. T., &amp; Kasmer, J. A.</li> </ol>

		<p>(2015). The role of affect in the elaboration likelihood model of persuasion. <i>Communication, Social Cognition, and Affect (PLE: Emotion)</i>, 117.</p> <p>4. Shrum, L. J. (2001). Processing strategy moderates the cultivation effect. <i>Human Communication Research</i>, 27(1), 94-120.</p>
Mar. 20	CMC context and norms: SIDE	<ol style="list-style-type: none"> <li>1. Hogg, M. A. (2006). Social identity theory. <i>Contemporary social psychological theories</i>, 13, 111-1369. [read on Google books]</li> <li>2. Hogg, Michael A., and Scott A. Reid. "Social identity, self - categorization, and the communication of group norms." <i>Communication theory</i> 16.1 (2006): 7-30.</li> <li>3. Reicher, S., Spears, R., &amp; Postmes, T. (1995). A social identity model of deindividuation phenomena. <i>European Review of Social Psychology</i>, 6, 161-198. doi: 10.1080/14792779443000049</li> <li>4. Lea, M., Spears, R., &amp; De Groot, D. (2001). Knowing me, knowing you: Effects of visual anonymity on self-categorization, stereotyping and attraction in computer-mediated groups. <i>Personality and Social Psychology Bulletin</i>, 27, 526-537. doi: 10.1177/0146167201275002</li> <li>5. Lee, E.-J. (2004). Effects of visual representation on social influence in computer-mediated communication: Experimental tests of the social identity model of deindividuation. <i>Human Communication Research</i>, 30, 234-259. doi: 10.1111/j.1468-2958.2004.tb00732.x</li> </ol>
Mar. 27	Excitation transfer and mood management	<ol style="list-style-type: none"> <li>1. Zillmann, D. (1991). Television viewing and physiological arousal. <i>Responding to the screen: Reception and reaction processes</i>, 103-133.</li> <li>2. Wang, Z., &amp; Lang, A. (2012). Reconceptualizing excitation transfer as motivational activation changes and a test of the television program context effects. <i>Media Psychology</i>, 15(1), 68-92.</li> <li>3. Reinecke, L. (2017). Mood Management Theory. <i>The International Encyclopedia of Media Effects</i>.</li> <li>4. Ferguson, C. J., &amp; Dyck, D. (2012). Paradigm change in aggression research: The time has come to retire the General Aggression Model. <i>Aggression and Violent Behavior</i>, 17(3), 220-228.</li> <li>5. Potter, W., J. and T. K. Tomasello (2003). Building upon the experimental design in media violence research: The importance of including receiver interpretations. <i>Journal of Communication</i>, 53(2): 133-156.</li> </ol>
Apr. 3		
Apr. 10		
Apr. 17	Final presentation	

**Resources:**

- Media Psychology
- Journal of Media Psychology
- Journal of Communication
- Communication Research
- Cyberpsychology, Behavior, and Social Networking
- Computers in Human Behavior
- Journal of Computer-Mediated Communication
- Journal of Broadcasting & Electronic Media
- Journal of Consumer Research
- Journal of Personality and Social Psychology
- Psychological Science
- Journal of Marketing
- Journal of Advertising
- Journalism & Mass Communication Quarterly

**Note:** Based on your input and our progress, I reserve the right to amend and change the syllabus, reading schedules, and grading events during the semester.