

Course: PUR 5507
Persuasion Theory & Research
Times: Tues. 4:05 p.m.-7:05 p.m.
Location: Weimer 1074 or zoom as needed

Professor: Spiro Kiouisis, Ph.D., APR
Pronunciation=Say the letter “q” and finish with “sis.”
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Office Hours: F 2-5 p.m. or by Appt. (FTF or in Zoom)

Description:

In the field of public relations and related areas, we are constantly surrounded by messages intended to influence how people think, feel, and behave. To better understand how the process of influence operates, this course provides a broad overview of the main scholarly perspectives in persuasion. The course is designed to introduce you to the principal theories and empirical research programs exploring how communication, particularly from public relations efforts, impacts persuasion. While the primary focus is conceptual, we will also examine persuasion in applied settings, including political campaigns, health communication, and public information/social action campaigns.

Persuasion research has a rich scholarly history, drawing from a variety of academic disciplines, thus making an exhaustive introduction to it impossible in the span of just one semester. As a result, the readings for this class are designed to expose you to a wide range of information, with each week’s readings representing a larger body of literature in the field. Please note that the course will be administered through the Canvas learning, Zoom (as needed), and UF’s Course Reserves systems.

Required Readings:

- Perloff, Richard M. (2020). *The Dynamics of Persuasion: Communication and attitudes in the 21st century* (Seventh edition). New York, New York: Routledge.
- Because we have only one required text, several supplemental readings will be read online throughout the course.
- All readings should be completed prior to the class meeting for that day.

Objectives

Course:

Students who are actively involved in the class—via participation, leading class discussions, reaction papers, final paper, online course materials, etc.—should:

- identify the major theories and concepts prevalent in persuasion.
- critically evaluate empirical research emanating from persuasion scholarship.
- use the information covered in class to become more effective practitioners.
- apply their knowledge of persuasion to their own research.

College of Journalism and Communications:

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the U.S.
- 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.

IV. Grading

Final grades will be based on the following 100-point scale. (Please note that pluses or minuses are not used):

90-100=A
 80-89=B
 70-79=C

60-69=D

0-59=E

For more information on grading and grading policy, please see the link below:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Semester Assignments:

Reaction Papers=20 percent

- At certain points in the semester, students are required to complete reaction papers to the weekly readings. Questions will be posed to the class for structuring these papers. These papers will not simply be summaries. More detail will be provided.

Participation (attendance, discussion, etc.)=20 percent

- This learner-centered course will primarily use discussion and dialogue to engage in the learning process, so class involvement is essential. The role of the instructor and students in the course is to facilitate that conversation. In other words, there will be little lecturing in this course, so speak up thoughts, suggestions, criticisms, whatever...but talk.
- As a graduate-level course, attendance and punctuality are expected. If you are going to miss class, please contact me beforehand to make other arrangements. Unexcused absences will result in the lowering of your final grade by as much as one letter grade.
- Because of the discussion-style nature of the course, which can sometimes become passionate, please remember to be courteous in your exchanges with others. Nonetheless, enthusiastic discourse is what frequently leads to the strongest learning experiences.

Discussion Leadership=10 percent

- On most days, students will be scheduled to head the class discussion for half the class period. Presentations should outline the key points of the readings (assume the class has read) for that week and pose questions to the group to foster discussion. Be sure to not only highlight the theoretical and conceptual implications of the readings, but the practical and professional applications of the material as well.
- Additional literature on the topic beyond the assigned readings for that week must also be covered. The selections will need to be pre-approved by the instructor. In general, these should come from scholarly and professional sources, such as academic journals, books, conference papers, trade publications, mass media, and so forth. When submitting these, please include the entire citation in APA format. Once discussion leadership assignments have been made, you will have one week to submit

your proposed supplemental readings to the instructor due to the time needed to secure copyright permission.

- For all presentations, discussion leaders are expected to hand out an outline to the class stating what they will cover in the presentation. Activities, exercises, guest speakers, examples, and other creative approaches are welcome and encouraged. Even when not serving as a leader, it is critical that you come prepared and actively participate in the discussion.

Final Paper=25 percent

- Students must write a final paper on the approved topic of their choice in persuasion that is due **12/5** (more details to come). The deadline for the International Communication Association's (ICA) annual conference is **11/1**. The final paper for this class could be used to submit to the conference although most students submit to the AEJMC or NCA meetings. Oral presentations are also required.

Final Paper Proposal=10 percent

- A brief proposal on your final paper topic is due on **9/26**. More detail will be provided.

Final Paper Rough Draft=15 percent

A rough draft of at least half your final paper is due on **10/24**. More detail will be provided.

V. Miscellaneous

Academic Honesty

Plagiarism (literary or artistic theft), copying someone else's work or other forms of dishonesty will not be tolerated. Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course. University guidelines will be followed for any offenses.

- Having someone else do your work for you is also considered academic dishonesty.
- When completing any assignments for this class, it is important to clearly attribute where you obtained your information from, whether it is from a Web site or from an organization's internal document. To clarify, you CANNOT copy anything word for word from any source without putting quotes around it, even if it is given to you directly from an organization. This includes Web site copy, mission statements, etc. In these cases, you should paraphrase and cite the source as you write or simply quote it.

IN SHORT, PLEASE DON'T TRY TO CHEAT. IT'S TOO PAINFUL FOR YOU AND ME BOTH!!

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

In-class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including

but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Diversity, Inclusion, Equity, & Access

Every attempt is made to make all courses non-sexist, diverse, and multicultural in content. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, political viewpoints, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can plan alternatives for you. Should the course fail to meet these goals, please visit with me or the associate dean for graduate studies to discuss.

Final Notes

- The instructor reserves the right to make changes if necessary to the grading system and schedule for this class.
- While laptop/tablet computers are welcome for taking notes, please do not use them to chat, email, blog, etc. during class time unless relevant to the class discussion for that day.
- This class is intense, but in the end is usually quite rewarding. If you notice yourself having trouble, it is crucial that you see me immediately. Please feel free to approach me about any concerns that you might have in this class or other classes. I will do my best to have an "open door" policy with you.
- Please silence your mobile phones in class unless it is for emergency purposes.
- The following dates and discussion topics are a good faith attempt at providing you with a tentative schedule for the course, but note that they are subject to change.

V. Instructor Biography

Dr. Spiro Kioulos is executive associate dean for the College of Journalism and Communications and is a professor of public relations. He also served as interim dean

from January until July of 2021. Previously, he served as chair of the Department of Public Relations from 2006-2012, was director of distance education for the College from 2010-2013, and was a University of Florida Research Foundation Professor from 2009-2011. From 2013-2014, he was selected as a SEC Academic Leadership Development Program fellow from Southeastern Conference universities and in 2021, he was selected as the Florida Public Relations Association Gainesville Chapter Professional of the Year. Throughout his academic career, he has produced over 175 refereed journal articles, book chapters, books, and conference papers/presentations. He holds a B.A. in mass media from the University of San Francisco, an M.A. in media studies from Stanford University, and a Ph.D. in journalism from the University of Texas at Austin. His current research interests include political public relations, political communication, and digital communication. Specifically, this interdisciplinary research explores the interplay among political public relations efforts, news media content, and public opinion in traditional and interactive mass mediated contexts.

Dr. Kiouisis has had articles published in several leading journals, including *Communication Research*, *Journal of Communication*, the *Harvard International Journal of Press/Politics*, *Mass Communication & Society*, *Public Relations Review*, *Communication Yearbook*, *Communication Education*, the *International Journal of Public Opinion Research*, the *International Communication Gazette*, *Public Relations Journal*, *Journal of Public Relations Research*, *Journalism Studies*, *Journal of Media and Religion*, *Journal of Political Marketing*, *Journalism and Mass Communication Quarterly*, the *Southwestern Mass Communication Journal*, *Journal of Communication Management*, and *New Media & Society*. He also serves on numerous editorial boards and has presented papers to the International Communication Association, the Association for Education in Journalism and Mass Communication, the National Communication Association, the World Association for Public Opinion Research, the American Association for Public Opinion Research, the Southwest Education Council for Journalism and Mass Communication, and the Public Relations Society of America.

Dr. Kiouisis' teaching areas include public relations campaigns, public relations strategy, public relations writing, persuasion theory and research, public relations management, and mass communication theory. He has professional experience in public relations, marketing, online journalism, and media production. He is a member of the graduate faculty and has his APR credential from the Public Relations Society of America (PRSA).

Schedule

<i>Date</i>	<i>Discussion Leaders</i>	<i>Readings & Assignments</i>	<i>Topic</i>
Week 1: 8/29	Instructor	Biography Assignment & Discussion Leadership	Orientation
Week 2: 9/5	Instructor	Perloff Ch. 1, 2; Lowery & DeFleur Chs. 7 & 8*; Hutton (1999); Porter (2010); Bakir, Herring, Miller, & Robinson (2018)	Foundations of Persuasion
Week 3: 9/12	Instructor	Pfau & Wan (2007); Miller (1989); VanLeuven (1989); Dickerson (2012); Marsh (2015) Reaction Paper Due	General Views of Public Relations & Persuasion
Week 4: 9/19	Instructor, TBD	Perloff Ch. 5, 6, 7; Krosnick & Petty Ch. 1 (1995); Kioussis & McCombs (2004); Krosnick, Judd, & Wittenbrink (2005); Brinol, Petty, & Guyer (2022); Shrum (1999)	Measuring Attitudes & Attitude Strength
Week 5: 9/26	Instructor, TBD	Perloff Ch. 7; Hallahan (2000); Petty et al. (2009); Moravec, Kim, & Dennis (2020); Chen, Duckworth, & Chaiken (1999) Final Paper Proposal Due	ELM, HSM, & Systems 1 & 2 (Dual Processing Theory)
Week 6: 10/3	Project , TBD	Perloff Ch. 5; Fabrigar; Wegener, & MacDonald (2010); Ajzen & Fishbein (2005); Bentler & Speckart (1979) Reaction Paper Due	Models of Attitudes & Behavior
Week 7: 10/10	Instructor, TBD	Blumler (2015); Seltzer & Zhang (2011); Strömbäck & Kioussis (2019); Perloff (2012); Lilleker (2019); Stroud (2010); Peck (2018)	Political Communication & Persuasion

Week 8: 10/17	Instructor, TBD	Ahluwalia (2000); Amazeen & Bucy (2019); Ivanov, Rains, Geegan, Vos, Haarstad & Parker (2017); Wan & Pfau (2004); Zuwerink & Cameron (2003)	Inoculation theory & Approaches to Resisting Persuasion
Week 9: 10/24	Guest Lecturer, TBD	Perloff Ch. 14; Atkin & Salmon (2013); Rimer & Kreuter (2006); Witte (1994) Reaction Paper Due Rough Draft of Final Paper Due	Health Communication & Persuasion
Week 10: 10/31	Project Update, TBD	Perloff Ch. 8, 9, 10; Brinol & Petty (2009); Xiao, Wang, & Chan-Olmsted (2018); Luck (2021); Taylor (2015); Hubbard (2021)	Factors Affecting Persuasion
Week 11: 11/7	Instructor, TBD	Baker & Martinson (2011); Fawkes (2007); Perloff Ch. 11, Metzger, Hartsell, & Flanagin (2020), Waters (2009), Gawronski & Strack (2004)	Ethics & Persuasion; Cognitive Dissonance & Balance Theories
Week 12: 11/14	Instructor, TBD	Kiousis & McDevitt (2008); Rice & Atkin (2008); Ardila Sanchez et al. (2020); Solovei & van den Putte (2020)	Public Information/Social Action Campaigns & Persuasion
Week 13: 11/21		Project	
Week 14: 11/28	Guest Lecturer, TBD	Fogg & Iizawa (2017); Xu & Lombard (2017); Hancock, Guillory, & Sundar (2015); Guadagno, R. E., & Cialdini, R. B. (2005); Siano, Confetto, Vollero, & Covucci (2021) Reaction Paper Due	Technology & Persuasion
Week 15: 12/5		Final Presentations Final Paper Due	

* All readings not from Perloff text are in course reserves system and subject to change.