Media Psychology
MMC 6936 (15411)

Course Info

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

Where: Weimer Hall 1098

Instructor: Yu-Hao Lee, Ph.D.

E-mail: leeyuhao@ufl.edu ←preferred

Phone: (352) 392-3951

Office hours: by email appointment or right after class

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, I will usually respond within 48 hours. Send me a reminder if you do not hear back from me after 48 hours.

Course Objectives

Have you ever wondered why you're so engaged in certain media? How do your emotions and experiences affect how you process mediated messages? Or what are the effects of using different media in different ways? Media psychology examines the underlying psychology of how we interact with media. In this course, we will examine media use and effects as an interaction between media, messages, users, and the context. The course is structured into three general processes of media use: 1) Motivation and adoption of media, 2) Media processing theories, and 3) Media effects.

As an advanced course, you will go through the complete process of conducting a media psychology study, including data analysis and writing up a full academic paper. We've had a good success rate in getting these studies published in peer-review journals and presented in international conferences. Students should have basic knowledge of (or have strong motivations to learn) quantitative research methods to succeed in this course.

Readings

There are no required textbooks for this class; all the readings will be posted on the Canvas course site https://elearning.ufl.edu/. Select "log in to e-learning" and log in using your Gatorlink ID and password.

Requirements

Moderate discussions: You will 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. 22): 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 to help you identify key research questions or constructs that can be developed into a research project.

Research proposal (Due Mar. 5): 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 and summary of each existing literature. You should use your own words to identify what the critical arguments and different explanations are. Then use the literature review to support the gaps or conflicts that that need resolution in order for a deeper understanding of the phenomenon. The research should conclude with a proposed study design, including your proposed sample (with justifications), procedures, and measurement scales. The purpose of this proposal is to demonstrate that you understand how to formally apply theory to problems and deduce testable research questions that can be operationalized.

In short. Your second paper should be the first half of your final paper, including a) introduction, b) literature review, and c) methods. Please include all the stimuli and measurements so I can provide you with my feedback.

The final research paper (Due April 25): 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 long and include an introduction, literature review, research question/ hypotheses, method, results and discussion (approximately 8000 words). Follow APA 7th edition for formatting and citation.

Final presentation: at the end of the semester, you will have 10 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

Moderate discussions	20%
Mini prospectus	5%
Research proposal	35%
Final paper	30%
Class participation	10%

A	93% -100%
A-	90%-92.99%
B+	85%-89.99%
B	80%-84.99%
C+	75%-79.99%
C	70%-74.99%
D	< 70%

Class Policy

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 can bring laptops or tablets for note-taking. 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 in person to discuss this.

Tentative Schedule

Date	Topic	Readings
Jan. 8	Introduction & Hello	
Motivation and adoption of media		
Jan. 15	Holiday (no class)	1. Chaffee, S. H., & Berger, C. R. (1987). What do communication scientists do? In C. R. Berger & S. H. Chaffee (Eds.), Handbook of communication science (pp. 99-122). Newbury Park, CA: Sage. [Read up to page 105] 2. Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 371-384.

Jan. 22	Motivations	1. Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist, 34(3),* 169-189. 2. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55(1)*, 68. 3. Tamborini, R., Bowman, N. D., Eden, A., Grizzard, M., & Organ, A. (2010). Defining media enjoyment as the satisfaction of intrinsic needs. *Journal of Communication, 60(4)*, 758-777. 4. Oliver, M. B., & Bartsch, A. (2011). Appreciation of entertainment. *Journal of Media Psychology, 23*, 29-33 5. Reinecke, L. (2017). Mood Management Theory. The International Encyclopedia of Media Effects.
Jan. 29	Expected utility theories: Social cognitive theory and Theory of Planned Behavior	1. Bandura, A. (2001). Social cognitive theory of mass communication. Media Psychology, 3(3), 265-299. 2. LaRose, R., Lin, C. A., & Eastin, M. S. (2003). Unregulated Internet usage: Addiction, habit, or deficient self-regulation? *Media Psychology, 5(3),* 225-253. 3. Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2), 179-211. 4. Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making, 28(6),* 834-844. 5. Fox, J., & Bailenson, J. N. (2009). Virtual self-modeling: The effects of vicarious reinforcement and identification on exercise behaviors. *Media Psychology, 12(1)*, 1-25.
Feb. 5	Norms	1. Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology, 55,* 591-621. 2. Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology, 58(6),* 1015. 3. Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in

| | | hotels. *Journal of Consumer Research*, *35*(3), 472-482. |
| | | 4. Wooten, D. B., & Reed, A. (2004). Playing it safe: Susceptibility to normative influence and protective self-presentation. *Journal of Consumer Research*, *31*(3), 551-556. |

	How do we process mediated messages?	
Feb. 12	Attention	1. Pashler, H., Johnston, J. C., & Ruthruff, E. (2001). Attention and performance. *Annual review of psychology*, *52*(1), 629-651. 2. Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. *Media Psychology, 6(2),* 193-235. 3. Yeykelis, L., Cummings, J. J., & Reeves, B. (2018). The Fragmentation of Work, Entertainment, E-Mail, and News on a Personal Computer: Motivational Predictors of Switching Between Media Content. *Media Psychology*, *21*(3), 377-402. 4. Oh, J., Bellur, S., & Sundar, S. S. (2018). Clicking, assessing, immersing, and sharing: An empirical model of user engagement with interactive media. *Communication Research*, *45*(5), 737-763.
Feb. 19	Emotions	1. Bolls, P. D. (2010). Understanding emotion from a superordinate dimensional perspective: A productive way forward for communication processes and effects studies. *Communication Monographs, 77(2),* 146-152. 2. Nabi, R. L. (1999). A cognitive-functional model for the effects of discrete negative emotions on information processing, attitude change, and recall. *Communication Theory, 9*, 292-320. 3. Västfjäll, D., Slovic, P., Burns, W. J., Erlandsson, A., Koppel, L., Asutay, E., & Tinghög, G. (2016). The arithmetic of emotion: Integration of incidental and integral affect in judgments and decisions. *Frontiers in psychology, 7*. 4. Lerner, J. S., Han, S., & Keltner, D. (2007). Feelings and consumer decision making: Extending the appraisal-tendency framework. *Journal of Consumer Psychology*, 17(3), 181-187. 5. Greifeneder, R., Bless, H., & Pham, M. T. (2010). When do people rely on affective and cognitive feelings in judgment? A review. *Personality and Social Psychology Review, 15(2),* 107-141.

Feb. 26	The mind and the body	1. Biocca, F. (1997). The cyborg's dilemma: Progressive embodiment in virtual environments. Journal of computer-mediated communication, 3(2), JCMC324. 2. Lang, A., Potter, R. F., & Bolls, P. D. (2009). Where psychophysiology meets the media: Taking the effects out of media research. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (pp. 185-206). New York, NY: Routledge. 3. Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. *Journal of Communication, 56*, S57-S80. 4. Fisher et al. (2018) LC4MP Looking into the future.
Mar. 4	Persuasion: HSM & ELM	1. Todorov, A., Chaiken, S., & Henderson, M. D. (2002). The heuristic-systematic model of social information processing. The persuasion handbook: Developments in theory and practice, 195-211. 2. Petty, R. E., Briñol, P., & Priester, J. R. (2009). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant & M. B. Oliver (Eds.), Media effects: Advances in theory and research (3rd Ed., pp. 125-164). Mahwah, NJ: Lawrence Erlbaum Associated, Inc. 3. Petty, R. E., Cacioppo, J. T., & Kasmer, J. A. (2015). The role of affect in the elaboration likelihood model of persuasion. Communication, Social Cognition, and Affect (PLE: Emotion), 117. 4. Evans, J. S. B. (2003). In two minds: dual-process accounts of reasoning. *Trends in cognitive sciences*, *7*(*10*), 454-459. 5. Gilbert, D. T., Tafarodi, R. W., & Malone, P. S. (1993). You can't not believe everything you read. *Journal of personality and social psychology*, *65*(2), 221.
Mar. 11	SPRING BREAK	
Mar. 18	Social identity theory & computer-mediated communication	1. Hogg, Michael A., and Scott A. Reid. "Social identity, self-categorization, and the communication of group norms." Communication theory 16.1 (2006): 7-30. 2. Reicher, S., Spears, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. *European Review of Social Psychology, 6*, 161-198. 3. Lea, M., Spears, R., & De Groot, D. (2001). Knowing me, knowing you: Effects of visual anonymity on

		self-categorization, stereotyping and attraction in computer-mediated groups. *Personality and Social Psychology Bulletin, 27,* 526-537. 4. Klein, O., Spears, R., & Reicher, S. (2007). Social identity performance: Extending the strategic side of SIDE. *Personality and Social Psychology Review*, *11*(1), 28-45.
Mar. 25	Priming and Framing Effects	1. Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, *43*(4), 51-58. 2. Scheufele, D. A., & Tewksbury, D. (2006). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, *57*(1), 9-20. 3. Molden, D. C. (2014). Understanding priming effects in social psychology: What is "social priming" and how does it occur?. *Social Cognition*, *32*(Supplement), 1-11. 4. Roskos-Ewoldsen, D. R., Roskos-Ewoldsen, B., & Carpentier, F. R. D. (2002). Media priming: A synthesis. *Media effects: Advances in theory and research, 2*, 97-120. 5. Cesario, J. (2014). Priming, replication, and the hardest science. *Perspectives on Psychological Science*, *9*(*1*), 40-48.
Apr. 1	Bias in judgment and decision making	1. Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, *211*(*4481*), 453-458. 2. O'Keefe, D. J., & Jensen, J. D. (2007). The relative persuasiveness of gain-framed loss-framed messages for encouraging disease prevention behaviors: A meta-analytic review. *Journal of health communication*, *12*(7), 623-644. 3. Gigerenzer, G., & Brighton, H. (2009). Homo heuristicus: Why biased minds make better inferences. *Topics in cognitive science*, *1*(1), 107-143. 4. Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk analysis*, *24*(2), 311-322. 5. Slovic, P. (2010). If I look at the mass I will never act: Psychic numbing and genocide. In *Emotions and risky technologies* (pp. 37-59). Springer Netherlands.
Apr. 8		

| Apr. 15 | | |
| Apr. 22 | Final presentations | |

Resources:

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

Based on your input and our progress, the instructor reserves the right to amend and change the syllabus, readings, and grading events during the semester.