

**Course: PUR 5507 Section 04FF**  
**Persuasion Theory & Research**  
**Times: Tues. 4:05 p.m.-7:05 p.m.**  
**Location: Tues. Weimer 1076**

**Professor: Spiro Kiouisis, Ph.D., APR**

**Pronunciation=Say the letter “q” and finish with “sis.”**

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**Office: Weimer 2085**

**Office Phone: 352-273-1220**

**Office Hours: F 1-5 p.m. or by Appt.**

## **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 Sakai learning and UF’s Course Reserves systems.

## **Required Readings:**

- Perloff, Richard M. (2010). *The Dynamics of Persuasion: Communication and attitudes in the 21<sup>st</sup> century* (fourth edition). New York, New York: Routledge.
- Because we have only one required text, several supplemental readings will be supplied or read online throughout the course.
- All readings should be completed prior to the class meeting for that day.

## **Objectives**

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

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

#### **IV. Grading**

Final grades will be based on the following 100-point scale. (Please note that plusses 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 discussions 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 discussion. 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 **12/4** (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. Oral presentations are also required.

*Final Paper Proposal=10 percent*

- A brief proposal on your final paper topic is due on **9/25**. More detail will be provided.

*Final Paper Rough Draft=15 percent*

A rough draft of at least half your final paper is due on **10/16**. 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!!**

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

**(3) VIOLATIONS OF THE STUDENT HONOR CODE.**

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.
4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.

1. Prohibited collaboration or consultation shall include but is not limited to:
  - a. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.
  - b. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.
  - c. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

(d) False or Misleading Statement Relating to a Student Honor Code Violation. In reporting an alleged Student Honor Code violation, a student shall not intentionally or in bad faith make a false or misleading statement. During the course of a Student Honor Code proceeding, or on final appeal following such a proceeding, a student shall not at any time make a false or misleading statement to any person charged with investigating or deciding the responsibility of the accused, reviewing a finding of responsibility, or determining or reviewing the appropriateness of the sanction or sanctions to be recommended or imposed.

(e) False or Misleading Statement for the Purpose of Procuring an Academic Advantage. A student shall not intentionally or in bad faith make a false or misleading statement for the purpose of procuring from the person to whom the statement is made an academic advantage for any student.

(f) Use of Fabricated or Falsified Information. A student shall not use or present invented or fabricated information, falsified research, or other finding if the student knows or in the exercise of ordinary care should be aware that the information, research, or other finding has been fabricated or falsified.

(g) Interference with or Sabotage of Academic Activity. A student shall not do any act or take any material for the purpose of interfering with or sabotaging an academic activity. Sabotage includes, but is not limited to:

1. Removing, concealing, damaging, destroying, or stealing materials or resources that are necessary to complete or to perform the academic activity.

2. Tampering with another student's work.

3. Stealing from another student materials or resources for the purpose of interfering with the other student's successful completion or performance of the academic activity or of enhancing the offending student's own completion or performance.

(h) Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage. A student shall not without express authorization take or

receive materials or resources from a faculty member for the purpose of gaining academic advantage.

(i) Unauthorized Recordings. A student shall not without express authorization from the faculty member and, if required by law, from other participants, make or receive any recording, including but not limited to audio and video recordings, of any class, co-curricular meeting, organizational meeting, or meeting with a faculty member.

(j) Bribery. A student shall not offer, give, receive, or solicit a bribe of money, materials, goods, services or anything of value for the purpose of procuring or providing an academic advantage.

(k) Submission of Paper or Academic Work Purchased or Obtained from an Outside Source. A student shall not submit as his or her own work a paper or other academic work in any form that was purchased or otherwise obtained from an outside source. An outside source includes but is not limited to a commercial vendor of research papers, a file of research papers or tests maintained by a student organization or other body or person, or any other source of papers or of academic work.

(l) Conspiracy to Commit Academic Dishonesty. A student shall not conspire with any other person to commit an act that violates the Student Honor Code.

(2) Student Honor Code Sanctions. For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

(a) Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.

(b) Course grade penalty. The student is assigned a grade penalty in the entire course including but limited to an "E".

(3) Student Conduct Code Sanctions.

(a) Reprimand: The student is given formal written notice and official recognition that the behavior has violated the Student Conduct Code.

(b) Loss of University Privileges: Loss of University privileges comprises the denial of specific University privileges including but not limited to attendance at athletic functions, unrestricted library use, parking privileges, university computer usage, and residence hall visitation for a designated period of time.

(c) Conduct Probation: The student is deemed not in good standing with the University. Students on conduct probation cannot represent the University on any athletic team other than intramurals, hold an office in any student organization registered with the University, represent the University in any extracurricular activity or official function or participate in any study abroad program. The duration of any probation period or any conditions or sanctions imposed for the violation shall be in proportion to the seriousness of the violation and imposed on an individual basis by the sanctioning authority. Individuals placed on conduct probation are subject to suspension or expulsion should they violate the conditions of probation or any University regulations or policies while on conduct probation.

(d) Deferred Suspension: The student will be officially suspended from the University, but the suspension will be deferred. The suspension will automatically be enforced for any subsequent violation of the Student Honor Code or Student Conduct Code, as applicable. The hearing authority will specify when issuing a deferred suspension which violations will automatically trigger the enforcement of the deferred suspension. If a student commits a violation of the Student Honor Code or Student Conduct Code, as applicable, while on deferred suspension and is found responsible, then, unless the Director of Student Conduct and Conflict Resolution determines otherwise in exceptional circumstances, the student is automatically suspended in addition to the other sanctions imposed for the subsequent violation. Suspensions can be deferred for a semester or indefinitely.

(e) Suspension: The student is required to leave the University for a given or indefinite period of time, the determination of which shall depend upon specified acts of the student's own volition related to mitigation of the offense committed. The student must comply with all conditions imposed prior to re-enrolling unless told otherwise by the hearing authority. Students who are suspended for more than one semester will need to apply for readmission.

(f) Expulsion: The student is permanently deprived of his or her opportunity to continue at the University in any status.

(g) Restitution: The student is required to pay for loss of or damages to University property, provided that such payment shall be limited to the actual cost of repair or replacement of such property.

(h) Repair of Harm through Community/University Service Work Hours: A student is required to complete a specified number of hours of service to the campus or general community.

(i) Educational Requirements: A student is required to complete a specified educational sanction related to the violation committed. Such educational requirements include completion of a seminar, report, paper, project, alcohol or drug consultation, counseling consultation or psychological evaluation.

(j) Residence Hall Transfer or Removal: A student is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.

(k) No Contact Order: A no contract order is a directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, telephone, or third parties (University of Florida Honor Code, 2011).

### Inclusiveness

Every attempt is made to make all courses non-sexist, diverse and multicultural in content. Should the course fail to meet this goal, please visit with me to discuss.

### Students with Special Needs

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### 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.
- 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 turn off your cell phones and pagers 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 Kiouisis is a professor and chair in the Department of Public Relations and serves as the director of distance education for the College of Journalism and Communications. He was also a University of Florida Research Foundation Professor

from 2009-2011. Dr. Kiouisis 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 emergent media. 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*, 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. He recently co-edited a book with Jesper Strömbäck (Mid-Sweden University) titled “Political Public Relations: Principles and Applications” (Routledge) <http://www.routledge.com/books/details/9780415873819/>, as well as co-wrote a book with Max McCombs (University of Texas), Lance Holbert (The Ohio State University), and Wayne Wanta (University of Florida) titled “The News and Public Opinion: Media Effects on Civic Life” (Polity) <http://www.polity.co.uk/book.asp?ref=9780745645186>.

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 &amp; Assignments</i>	<i>Topic</i>
Week 1:	No class meeting		
Week 2: 8/28	Instructor	Biography Assignment	Orientation
Week 3: 9/4	Instructor	Perloff Ch. 1, 2, Lowery & DeFleur Chs. 7 & 8*, Hutton (1999)	Foundations of Persuasion
Week 4: 9/11	Instructor	Pfau & Wan (2007)*, Miller (1989)*, VanLeuven (1989)* <b>Reaction Paper Due</b>	General Views of Public Relations & Persuasion
Week 5: 9/18	Instructor, Kochhar	Perloff Ch. 4, Krosnick & Petty Ch. 1*, Krosnick, Judd, & Wittenbrink (2005)*, Kiouisis & McCombs (2004)*, Cunningham et al. (2009)*, Frey & Edwards (2011)*	Measuring Attitudes & Attitude Strength
Week 6: 9/25	Instructor, Stephens	Perloff Ch. 5, Hallahan (2000)*, Petty et al. (2009)*, Flynn et al (2011)*, Stegigna & Occhipinti (2004)* <b>Final Paper Proposal Due</b>	ELM & HSM (Dual Processing Theory)
Week 7: 10/2	<b>Project, Kim</b>	Perloff Ch. 3, Hale et al. (2002)*, Priester et al. (2004)*, Ajzen & Fishbein (2005)*, Cohen & Reed II (2006)*, Petty (2006)* <b>Reaction Paper Due</b>	Models of Attitude & Behavior
Week 8: 10/9	Instructor, Hayes	Iyengar & Simon (2000)*, Perloff (2002)*, Holbert & Geidner (2009)*, Bennett & Iyengar (2010)*, Seltzer & Zhang (2011)*, Franz & Ridout (2007)*, Claassen (2011)*, Strömbäck & Kiouisis (2011)	Political Communication & Persuasion

Week 9: 10/16	Parish, Tian	Szabo & Pfau (2002)*, Wan & Pfau (2004)*, O'Shaughnessy (2005)*, Banas & Raines (2010), Veil & Kent (2008)* <b>Rough Draft of Final Paper Due</b>	Inoculation theory & Approaches to Resisting Persuasion
Week 10: 10/23	Dr. Moon Lee, Yilmaz	Parrott et al (2002)*, Slater (1999)*, Slater (2006)*, Rimer & Kreuter (2006)*, Fishbein & Cappella (2006)*, Noar (2006)* <b>Reaction Paper Due</b>	Health Communication & Persuasion
Week 11: 10/30	Dr. Mary Ann Ferguson	Patterson & Wilkins (2008)*, Reinhard & Messner (2009)*; Perloff Ch. 9, Waters (2009)*, Fischer et al. (2008)*	Ethics & Persuasion; Cognitive Dissonance & Balance Theories
Week 12: 11/6	<b>Project Update; Liu</b>	Perloff Ch. 6, 7, 8, Basil et al. (2008)*, Gibbons et al. (1991)*, Pierro et al. (2004)*, Tormala & Clarkson (2007)*	Factors Affecting Persuasion
Week 13: 11/13	Instructor, Lou	Perloff Ch. 12, O'Keefe & Shepard (2002)*; Kiousis & McDevitt (2008)*, Coffman (2002)*, Bator & Cialdini (2000)*, Elder et al. (2004)*	Public Information/Social Action Campaigns & Persuasion
Week 14: 11/20	<b>Project Work</b>		
Week 15: 11/27	Ferrer	Perloff Ch. 10, Berger (2005)*, Burger (1999)*, O'Keefe & Figge (1999)* <b>Reaction Paper Due</b>	Interpersonal Communication & Persuasion
Week 16: 12/4		Final Presentations <b>Final Paper Due</b>	

\* Instructor to provide