Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
SYLLABUS

PSYCHOLOGY 4630

Attitudes and Persuasion

Autumn 2020 – Online – Class #: 34304

COURSE OVERVIEW
Course description

The aim of this course is to provide an overview of the major theories and research findings in the area of attitude change – how people’s opinions, beliefs, and evaluations are formed and modified. There are both historical and theoretical dimensions to the course content. Over the development of this literature, early research addressed issues related to measurement and reasons to study attitudes (such as links with behavior). Early approaches borrowed a learning lens from other areas of psychology and applied it to attitudes, and a series of individual theories postulated particular processes that help to create or change attitudes. Later research and theory organized the various processes along an “elaboration continuum,” and this elaboration likelihood approach has served as an organizing theory within which much research has been situated over the last 25 years.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Define attitudes as treated scientifically in the psychological literature, and differentiate that treatment from more colloquial uses of the term “attitude”
2. Identify typical ways to measure attitudes and differentiate between direct and indirect means of attitude measurement
3. Identify differences across major theories of attitude formation and change regarding which mechanisms they propose and the conditions addressed by each theory
4. Relate examples of persuasion in everyday life (such as product advertisements) to theories or mechanisms covered in class
5. Locate the different types of processes on a continuum of “amount of elaboration” -- a conceptual dimension that organizes the kinds of conditions that foster particular processes and also relates to the types of consequences those processes have for the attitudes that are produced

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- Lectures will be available for online viewing.
- There will be a weekly “attendance assignment” posted to the class Carmen site
• The instructor will also initiate an optional synchronous online session at scheduled class times (T/Th 12:45pm) during which students can ask questions about lectures they have already viewed, about upcoming assignments, exams, etc. These synchronous sessions will not necessarily take the entire time that classes were originally scheduled.

**Pace of online activities:** This course is divided into **weekly modules** that are released before the start of the week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that timeframe.

• Each week there will be some kind of brief assignment due through Carmen. This is related to university requirements to track attendance/participation in online classes and for the purposes of financial aid. These assignments will most often relate to something directly covered in posted lectures, so they will also help ensure that students are “attending” class lectures.

• Activities and assignments for the week are released by the start of the week.

• An “ideal” weekly schedule would be something like the following:
  
  o **MONDAY** – Read assigned pages in textbook (or other assigned reading) related to Tuesday lecture topic; outline major points from the readings (2-3 hours)
  o Attend Tuesday synchronous online session to ask questions about readings and material covered in previous week’s Thursday lecture. (30-60 minutes)
  o **TUESDAY** - WATCH lecture video (approximately 80 total minutes)
  o **WEDNESDAY** – Read assigned pages in textbook (or other assigned reading) related to Thursday lecture topic; outline major points from the readings (2-3 hours)
  o Attend Thursday synchronous online session to ask questions about readings and material covered in Tuesday’s lecture. (30-60 minutes)
  o **THURSDAY** - WATCH lecture video (approximately 80 total minutes)

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:
• **Participating in online activities for attendance**: ONE DEADLINE PER WEEK
You are expected to log in to the course in Carmen multiple times each week to access lecture materials or complete a written assignment. Each week that does not include an exam or written assignment, there will be a brief assignment pertaining to the lecture material for that week that will be used to assess attendance/participation for that week. If you have a situation that might cause you to miss an entire week and be unable to complete that assignment, discuss it with me as soon as possible.

• **Office hours and live sessions**: OPTIONAL
All live, scheduled events for the course, including office hours, are optional. Because the instructor will be online for questions at each originally scheduled class meeting, there are many opportunities for synchronous (or asynchronous) interaction with the instructor or course assistant.

---

**COURSE MATERIALS AND TECHNOLOGIES**

**Textbooks**

REQUIRED


ISBN-10: 152642584X

**Course technology**

**TECHNOLOGY SUPPORT**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone**: 614-688-4357(HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743
TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.
If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly participation assignment</td>
<td>10</td>
</tr>
<tr>
<td>Written assignment</td>
<td>15</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

See course schedule below for due dates.

Descriptions of major course assignments

WRITTEN ASSIGNMENT

**Description**: This assignment will require that students discuss a theory covered in class and relate that theory to an instance of persuasion found in everyday life. Details of the potential theories to use and the type of persuasion instance will be included in the Carmen assignment, and the assignment will be submitted through Carmen Assignments.

**Academic integrity and collaboration**: You may discuss all pieces of the assignments and materials with other students and instructional staff as much as you like. However, your assignment submission must be your own individual work, should reflect your unique thoughts, and be written in your own words. Submitted assignments will be run through plagiarism software.
EXAMS

Description: The exams will require students to apply the theories and research discussed in the class to scenarios described in the exam or to alternative predictions that could be made based on those theories. Exams will combine both closed-ended (e.g., multiple choice) and open-ended questions. Exams will be posted at scheduled class times and collected through the class Carmen site as a combination of the Carmen Quiz tool and upload of written responses.

Academic integrity and collaboration: Prior to exams, there will be opportunities to review and ask questions about the material on the exam. During the exam itself, however, getting help on the exam (i.e., from other students or anyone not the instructor of the class) is not permitted. In other words, collaborating or completing the exam with others is not permitted. Copying or reusing previous work is not permitted, and open-book research on the exam is not permitted. The exams are designed to be answerable without the aid of the textbook, class notes, or your own notes.

Late Assignments or Make-up Exams

- Late written assignment submissions will be accepted, but grades will be reduced by 10% for each day the assignment is late. For exams, the instructor must be contacted within 48 hours of any missed exam with appropriate documentation available to explain the inability to take the exam at the appointed time.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

The instructor reserves the right to set a particular score on each exam as the “100 percent” score. Any such “curve” to an exam will be announced at the time grades for the exam are released.
Instructor feedback and response time

The following are provided to give you an idea of the intended availability and response times throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within 7 days.
- **Email:** The instructor will reply to emails within 24 hours on weekdays when class is in session at the university (often faster) and generally within 24 hours on weekends or holidays, though perhaps as long as 48 hours when classes are not in session.

OTHER COURSE POLICIES

Zoom/Videoconferencing Guidelines

Synchronous class meetings for questions, discussion, etc. will take place using CarmenZoom. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, it is helpful to set some expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to ask questions or contribute to discussions with open, civil, and supportive tone. I ask that you update your Zoom profile with your preferred name and add a picture with your face. It would be best if we can meet using video (I would like to get to know as many students as possible by sight as well as by voice), but listening in while muted is also acceptable if you do not have specific questions to raise.
- **Participation:** At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Please mute your microphone when others are talking to minimize background noise in the meeting.
Academic integrity policy

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty
concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12\textsuperscript{th} Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9/1, 9/3</td>
<td>Attitude-Behavior consistency [M, H, &amp; V, Ch. 3, pp. 72-81; Ch. 4, pp. 87-99, 104-108] Simple affective/associative mechanisms [M, H, &amp; V, Ch. 6, pp. 140-161]</td>
</tr>
<tr>
<td>3</td>
<td>9/8, 9/10</td>
<td>Message learning/reception. [M, H, &amp; V, Ch. 5, pp. 115-119] Judgmental approaches/Assimilation and contrast [P &amp; C, Ch. 4 on CARMEN]</td>
</tr>
<tr>
<td>4</td>
<td>9/15, 9/17</td>
<td>Judgmental approaches continued… Wrap up topics and exam review</td>
</tr>
<tr>
<td>5</td>
<td>9/22, 9/24</td>
<td><strong>Exam 1</strong> on Tuesday; Thursday -- Consistency theories -- Balance and congruity. [M, H, &amp; V, Ch. 10, pp. 257-259; P &amp; C, Ch. 5, pp. 125-136 on CARMEN]</td>
</tr>
<tr>
<td>6</td>
<td>9/29, 10/1</td>
<td>Cognitive dissonance. [M, H, &amp; V, Ch. 7, pp. 176-186]; Self-perception and self-affirmation as alternatives to cognitive dissonance. [M, H, &amp; V, Ch. 7, pp. 171-175]</td>
</tr>
<tr>
<td>7</td>
<td>10/6, 10/8</td>
<td>Varieties of current dissonance theories. [M, H, &amp; V, Ch. 10, pp. 259-264]</td>
</tr>
<tr>
<td>8</td>
<td>10/13, 10/15</td>
<td>Self-persuasion theories. [M &amp; H, Ch. 5, pp. 120-122; P &amp; C, Ch. 8, pp. 213-226, 247-254 on CARMEN] The Elaboration Likelihood Model (ELM) -- motivation and ability as moderators of effortful persuasion processes. [M, H &amp; V, Ch. 5, pp. 122-133; Petty &amp; Cacioppo, 1986, Ch. 1 on CARMEN] <em><strong>WRITTEN ASSIGNMENT DUE 10/16</strong></em></td>
</tr>
<tr>
<td>9</td>
<td>10/20, 10/22</td>
<td>The ELM (continued); Wrap up topics and exam review.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>10/27, 10/29</td>
<td><strong>Exam 2</strong> on Tuesday; The ELM (continued) -- Multiple roles for persuasion variables: I. [Petty &amp; Wegener, 1998, pp. 323-366 on CARMEN]</td>
</tr>
<tr>
<td>12</td>
<td>11/10, 11/12</td>
<td>Pre-message attitude strength and message processing (Clark &amp; Wegener, 2013, on CARMEN) Attitude structure and strength [M, H, &amp; V, Ch. 2, pp. 42-52; Wegener, Downing, Krosnick, &amp; Petty, 1995, on CARMEN]</td>
</tr>
<tr>
<td>13</td>
<td>11/17, 11/19</td>
<td>Meta-cognition and Attitude Change: I. Self-validation (Briñol &amp; Petty, 2009, on CARMEN)</td>
</tr>
<tr>
<td>14</td>
<td>11/24, 11/26</td>
<td>Meta-cognition and Attitude Change: II. The Meta-Cognitive Model, and Bias Correction (Petty, Briñol, &amp; DeMarree, 2007; Petty, Wegener, &amp; White, 1998 on CARMEN); <strong>Thanksgiving break</strong></td>
</tr>
<tr>
<td>15</td>
<td>12/1, 12/3</td>
<td>Meta-cognition II continued; <strong>Wrap-up and review</strong></td>
</tr>
<tr>
<td>FINALS</td>
<td>12/9</td>
<td>2-3:45pm; <strong>Exam 3</strong></td>
</tr>
</tbody>
</table>