Attitudes and Persuasion (PSYC 441)

Instructor:

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Phone: 533-6492
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Office Hour: Monday (2:30 PM - 3:45 PM) or by Appointment

Required Text:


Course Objectives: This course is designed to provide students with an introduction to attitude and persuasion research. Particular attention will be given to reviewing the various theoretical perspectives that have been proposed as explanations for the psychological processes underlying persuasion.

Format of Course: This course will alternate between several weeks of lecture followed by one week of discussion. Each cycle of lectures will provide students with background information concerning various theoretical perspectives in attitude and persuasion research. Each discussion will focus on selected topics covered in the preceding lectures. There will be a total of eight weeks of lecture and four weeks of discussion.

Class Discussions: Each class discussion will focus on a theoretical perspective in attitude and persuasion research. The discussion will be conducted in a debate format with two teams of students (3 - 4 students each). One team will present a 15 minute presentation demonstrating the value of a particular theoretical perspective by outlining its conceptual/empirical merits and its potential application to real world issues. The other team will present a 15 minute presentation criticizing the theoretical perspective by illustrating its flaws and limitations or by presenting a competing theoretical perspective. Each team will then have 10 minutes to respond to the other team's presentation and ask questions of the other team. The class and the instructor will then have 15 minutes to ask questions of either team. In addition to participating in the discussions, team members will also be required to turn in a short essay (4-5 double spaced pages) outlining their personal position on the debate topic. This paper will be due the same class session as the debate. Each team will be required to participate in two debates during the term. Teams not participating in the debate will be required to formulate at least one question for the debate teams. These questions will be the basis of the participation mark in the course.

Exams: There will be two exams. These exams will be in the form of short answer and essay questions.

Grading:

- Midterm Exam (20%)
- Final Exam (30%)
- First Essay (12%)
- Second Essay (12%)
- First Debate (10%)
- Second Debate (10%)
- Participation (6%)
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale.

Statement on Academic Integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations Statement:

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students in Extenuating Circumstances:

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.
Location and Timing of Final Examinations:

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.
# Course Outline

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<td>Channel Effects</td>
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<td>Week</td>
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<td>Week 8:</td>
<td><strong>Motivational Approaches/Dissonance Theory</strong>&lt;br&gt;(Oct. 31, Nov. 3)</td>
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<td><strong>Debate/Elaboration Likelihood Model</strong>&lt;br&gt;(Nov. 14, 17)</td>
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<td>Week 12:</td>
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Supplementary Readings

Week 4:

**Topic 1 (Evaluating the MODE Theory of Attitude-Behaviour Consistency):**


**Topic 2 (Meta-attitudinal versus Operative Measures of Attitude Attributes):**


Unique effects on information interest and persuasion. *Journal of Personality and Social Psychology, 94*, 938-955.

**Week 6:**

**Topic 1 (Explicit and Implicit Attitudes):**


**Week 7:**

**Topic 1 (Noncognitive Attitude Formation and Change):**


**Week 9:**

**Topic 1 (Aronson’s Self-Consistency Model of Dissonance Versus the World):**


Week 10:

**Topic 1 (The Self-Standards Model of Cognitive Dissonance):**


Week 12:

**Topic 1 (Evaluating the Elaboration Likelihood Model):**


**Topic 2 (Evaluating the Unimodel):**


Kruglanski, A. W., & Thompson, E. P. (1999). The illusory second mode or, the cue is the message. *Psychological Inquiry, 10*, 182-193.
