



ATCM 3388.502 • Attitudes and Behaviors • Fall 2020

Asynchronous online course

Course Syllabus

CONTACT INFORMATION

PROFESSOR

Lisa Bell (she/hers)¹
lisa.bell@utdallas.edu (preferred contact)
972.883.2052 (voice mail only)
Drop In Hours:
• Thursdays 10:00-12:00pm
• By appointment

TEACHING ASSISTANTS

Cameron Irby (he/his) Kathryn Whitlock (she/hers)
Cameron.Irby@utdallas.edu Kathryn.Whitlock@utdallas.edu
Drop In Hours: Drop In Hours:
Tuesdays 2:00-3:30pm Wednesdays 10:00-12:00pm

All drop in hours will be held in Microsoft Teams.

COURSE MODALITY INFORMATION

Instructional Mode

ATCM 3388 will be taught in the asynchronous online mode as described at <https://www.utdallas.edu/fall-2020/fall-2020-registration-information/>. This means that all instructing and assessment will take place online. We will not meet as a class on a regular basis; instead, you will be responsible for reviewing the course materials posted online and completing assignments in a timely manner.

Course Platform

This course will be delivered primarily through eLearning, although we also will use Microsoft Teams and Flipgrid. We will also take advantage of other resources available online, but links to all other platforms will be provided in eLearning, which will be our primary platform.

Expectations

Students may expect the course to follow this general schedule:

- Wednesdays: new module drops by noon
- Saturdays: quiz due by 10:00pm
- Mondays: discussion posts due by 10:00 pm
- Wednesdays: discussion responses and journal entries due by 10:00 pm

Minor variations to this schedule are specified in the course schedule available at the end of this syllabus.

Students are expected to assume responsibility for their learning processes and manage their time such that they complete the assignments for each module in a timely fashion. This work should demonstrate a thoughtful approach to the crafting and revision of

¹ If your legal name or gender marker that appears in Orion and eLearning does not match your preferred name, you can change it following the process described at <https://utdallas.edu/registrar/fag/#>.

arguments and respect for other students in discussion board conversations.

Asynchronous Learning Guidelines

Because this course will be taught in an asynchronous mode from the outset, there are no adjustments students need to make if they prefer this delivery modality.

COVID-19 GUIDELINES AND RESOURCES

Please consult <https://go.utdallas.edu/syllabus-policies> for information about a wide range of university policies and resources to help you navigate the unfamiliar terrain and rapidly changing procedures as we collectively respond to COVID-19.

COVID-SPECIFIC CLASS INFORMATION

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

GENERAL COURSE INFORMATION

Pre-reqs ATCM 3388 carries no pre- or co-requisites, and I do not assume that you bring any formal knowledge of persuasion as you begin the course. However, I do expect you to demonstrate advanced college level writing skills on all assignments.

Course Description Persuasion lies at the heart of our personal and professional lives, appearing whenever a communicator attempts to change an audience's beliefs, attitudes, or behavior – whether the goal is to sway a single person, convince a small group in a meeting, influence an entire organization, or win over the public. This course will equip you to be both an effective and ethical practitioner of persuasion and also a critical and savvy consumer of persuasion. Putting the science of persuasion into practice is a complex art that does not lend itself to formulaic recipes. Therefore, this class approaches persuasion primarily through a theoretical lens, asking three main questions:

- How do attitudes work?
- How can we shift attitudes and change behaviors?
- How can we design messages to target these processes?

Learning Outcomes Students who successfully complete ATCM 3388 will develop the ability to:

- Understand the variables that influence attitudes and behaviors
- Apply persuasion concepts to analyze persuasive opportunities
- Create effective persuasive messages that adapt to different audiences, media, and constraints
- Enhance their credibility using persuasive appeals that adhere to professional and ethical norms

Textbook Requirements This course does not require that you buy any textbooks. All readings will be posted in PDF form in the content modules found in eLearning.

Technical Requirements This online course requires that you have access to a computer with reliable internet access and the ability to record and post audio/video media. (You will have the opportunity to post video this semester, but you will not be required to. I do, however, ask that you post audio recordings even if you elect not to post video.) ATEC's open lab (ATC 2.302) will be available this term. If you need help with computing resources on an on-going basis, you may want to check out a laptop for the term. Information is available at <https://www.utdallas.edu/oit/news/student-computer-checkout-availability/>.

Course Access All course materials will be posted on the eLearning site, and all assignments should be submitted there. Assignments not submitted to eLearning will be treated as missing and receive no credit. If you are unfamiliar with eLearning, you may want to consult the [Getting Started with eLearning](#) site for a general overview and the [Student eLearning Tutorials](#) site to become familiar with particular tools.

Drop In hours and individual student meetings arranged by appointment will take place in Microsoft Teams.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and Microsoft Teams also will be used during the semester.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

ASSIGNMENTS & ACADEMIC CALENDAR

The following table lists course assignments and their due dates and a brief description of each. You will find more detailed assignment guidelines on eLearning as the semester progresses.

<u>ASSIGNMENT</u>	<u>VALUE</u>	<u>DUE DATE</u>
Quizzes	350	Weekly (Saturdays)
Discussion Board	250	Weekly (post by Monday; comment by Wednesday)
Critical Analysis Paper	300	TBA (Final)
Journal	100	Weekly (Wednesdays)
TOTAL POINTS	1000	

- **Quizzes:** Weekly quizzes to demonstrate familiarity with module content based on assigned readings and videos.
- **Discussion Board:** Assignments to discuss theory or implement persuasive strategies and tactics to influence attitudes and beliefs. This grade includes both your posts and your responses to other students' posts.
- **Critical Analysis Paper:** A 4-5 page single-spaced paper where you synthesize the different theoretical perspectives we covered throughout the semester and applied them to a series of related artifacts, such as a single communicator, a movement, an ad campaign, or a debate.
- **Journal:** Weekly entries where you link theory to practice as you find connections between the concepts we discuss in class and your lived experience.

Voted on by the UT Dallas student body in 2014, the Comet Creed is a standard that Comets choose to live by and encourage others to do the same:
As a Comet, I pledge honesty, integrity, and service in all that I do.

I will assign final grades according to the 2020 UTD Undergraduate Catalog scale:

	B+	870-899	C+	770-799	D+	670-699		
A	930-1000	B	830-869	C	730-769	D	630-669	F 0-599
A-	900-929	B-	800-829	C-	700-729	D-	600-629	

You may consult with the writing center on any assignment (schedule a virtual appointment at <https://accessc.utdallas.edu/>), but don't expect them to copyedit your documents. Similarly, you should not expect (or ask) them to predict what grade your work might receive. They help, but they cannot guarantee results. You bear the responsibility for the work that you submit.

COURSE POLICIES

The following course-specific policies supplement the standard UT Dallas policies that you must know and follow (available at <http://go.utdallas.edu/syllabus-policies>).

Grading Criteria

I use a criteria-based rather than norm-based (curved) grading system. Each assignment includes specific criteria, but I generally assess your work according to the resourcefulness with which it both fulfills the criteria established in the assignment specifications and also demonstrates an insightful understanding of the practical and theoretical implications of persuasive strategies.

All work should conform to professional and ethical standards, so proofread and edit all written work that you submit in this class for clarity, mechanics, and style issues. Professionalism also means that you use appropriate source citation wherever and whenever necessary so that you avoid violations of copyright. In the interest of clarity, you should cite your source not just when you quote directly or paraphrase but also when you replicate the sequence of ideas from a source. You should also cite any source from which you borrow any visual information. You may choose which citation format you prefer for this course, but please use it accurately and consistently.

Special Consideration: Extra Credit, Late Work, and Make-up Work

Even if you become my new best friend and you move next door to me so that we may grow old together, I do not curve individual items, nor do I offer “special consideration” such as extra credit or revising and resubmitting work to raise your grade.

If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I cannot help you. I can work with you more easily if you speak to me when the situation arises. ***I can't help you if I don't know you need help.***

Tips for Success

This online course uses an asynchronous format, in part to allow you to avoid conflicts with other courses and to manage the complexities of life in these challenging times. However, this places a burden on you to exercise the self-discipline to stay current in the course and synthesize material in the absence of lectures. You will likely find this more enjoyable and more manageable if you

- Connect with some classmates
- Keep up with all readings and assignments
- Take advantage of drop in hours or individual meetings
- Develop a routine for the course

As a general rule, you should expect to spend approximately 9 hours for each 3 semester credit hour course you take. I assume that you will spend approximately 3 hours per week on module content (viewing videos and reading assigned materials), 4 hours working on module-specific materials (quizzes, discussion board activities, and journals), and 2 hours synthesizing course content (the critical analysis paper).

The time spent synthesizing course content will not be spread evenly throughout the semester but will instead be concentrated toward the end of the course.

UT Dallas offers a wide range of services to help students. A full list is available at <https://catalog.utdallas.edu/now/undergraduate/resources/index>, but I highlight a few here that may be particularly useful during the pandemic:

**Student
Support
Resources**

- Graduation Help Desk – <https://oue.utdallas.edu/special-programs/graduation-help-desk> (resource for help overcoming obstacles to graduation)
 - Student Ombuds Office – <https://www.utdallas.edu/ombuds/> (resource for discussing university-related concerns or issues)
 - Student Counseling Center – <https://www.utdallas.edu/counseling/>
 - Comet Cupboard – <https://oue.utdallas.edu/cupboard>
 - Student Emergency Financial Assistance Fund – <https://www.utdallas.edu/emergency-aid/>
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FALL 2020 ATCM 3388 COURSE SCHEDULE

MODULE START DATE	MODULE	QUIZ (SAT)	DISCUSSION BOARD POST (MON)	DISCUSSION BOARD RESPONSE (WED)	JOURNAL ENTRY (WED)
HOW DO ATTITUDES WORK?					
08.17	Course Introduction: Attitudes, Behaviors, Persuasion	None	8.21	None	8.23
08.24	Nature of Attitudes and Behaviors	8.29	8.31	9.02	9.02
09.02	Functional Approaches to Attitudes	None	9.07	9.09	9.09
HOW DO ATTITUDES AFFECT BEHAVIORS?					
09.09	Cognitive Dissonance	9.12	9.14	9.16	9.16
09.16	Social Judgment Theory	9.19	None	None	9.23
09.23	Elaboration Likelihood Model	9.26	9.28	9.30	9.30
09.30	Theory of Reasoned Action/ Theory of Planned Behavior	10.03	10.05	10.07	10.07
10.07	Extended Parallel Processing Model	10.10	10.12	10.14	10.14
HOW DO WE INFLUENCE ATTITUDES AND BEHAVIORS WITH PERSUASIVE TACTICS AND STRATEGIES?					
10.14	Heuristics and Biases	10.17	None	None	10.21
10.21	Cognitive and Social Heuristics	10.24	10.26	10.28	10.28
10.28	Persuasive Design	10.31	11.02	11.04	11.04
11.04	Critical Analysis Paper Assignment	None	11.09	None	11.11
11.11	Compliance Gaining	11.14	11.16	11.18	11.18
11.18	Structuring and Ordering Messages	11.21	11.23	11.25	None
FINAL ASSIGNMENTS					

FINAL
EXAM
(DATE
TBA)

Critical Analysis Paper
Final Journal Entry

*These descriptions and timelines are subject to change at the discretion of the Professor.
Any schedule changes will be posted in eLearning.*

8.31.2020 revision reflects the class's request to move module drop dates to Wednesdays, which shifted the weekly schedule as reflected on the revised calendar.