

# CJT 780: Special Topics in Communication - Advertising and Consumer Behavior

Spring 2008  
W 3:30 - 6:00 p.m.  
Room: EGJ 223

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## COURSE OBJECTIVES AND ORIENTATION

This course is designed (1) to acquaint students with a variety of theories which can be applied to the study of advertising and consumer behavior, and (2) to allow students to develop their own idea concerning a more specific topic that might be of future research interest. We will review the academic literature in terms of its theoretical relevance as an approach to the study of advertising and consumer behavior. At the end of this course you should be able to identify theoretical linkages and sources for your thesis or dissertation research. Our challenge will be to translate theoretical concepts from a number of different fields and relate them to how advertising works and how consumers make decisions.

## COURSE STRUCTURE AND REQUIREMENTS

### Readings & Class Discussions

Central idea of the course will be conveyed through readings and discussions of articles and chapters. As a field, advertising and consumer behavior are heavily influenced by work in other social science disciplines. Therefore, the readings for the course have been selected to give students a mixture of theoretical and empirical studies from the areas of advertising, marketing, cognitive psychology and so on. Generally, 3 to 4 readings are assigned per class session. (Additional background articles are suggested for those interested in further reading). As a starting point for weekly discussions, you should be prepared to address the following questions for each reading;

- (1) What are the issues raised in today's readings?
- (2) What are the implications for what we know about advertising and consumer behavior?

**Discussion leader:** Each session one student in the class will be selected to lead the discussion of the readings assigned for that day. As a discussion leader, you should provide a summary of each article/chapter and you can ask questions of the other students, focus on central theoretical and methodological issues, or think about additional questions that are

raised by readings. The purpose of this is to get all students to really think carefully about the articles and take responsibility for discussion in the class. Those who are not selected to lead the discussion are also responsible for participating, and either the discussion leader or the instructor may call on them with questions at any time. To encourage active reading and foster class discussion, each week students will be required to submit 3 discussion questions via e-mail by 5 p.m. Tuesday afternoon to both the discussion leader and the instructor. These questions should encourage discussion and can pertain to broad integrative issues as well as to specific aspects of the readings. The quality of submitted questions will constitute part of the class participation grade.

For the purposes of preparing discussion and learning how to critically evaluate research, a discussion leader will complete article critiques. The article critiques should contain a Powerpoint presentation (or overhead transparency) to address each of the following:

- (1) The basic objective and positioning of the research
- (2) 2-3 main strengths of the paper
- (3) 2-3 main weaknesses of the paper
- (4) Assessment of contribution to the research area
- (5) 2-3 future research direction

### Special topic paper

This paper will review and discuss any relevant research concerning your special topic. There is a 10 page (double-spaced) limit including references, figures, and tables, and this paper is due March 5.

### Research proposal & Presentation

To help develop research skills, students will be asked to write a research proposal based on your special topic paper. There is a 15 page (double-spaced) limit including references, figures, and tables. The goal of the paper is to formulate a basic research plan that would enable you to collect data and write a conference paper (hopefully a journal article), a thesis, or a dissertation. As such, the paper should be much more than a literature review (i.e., special topic paper). It should develop an area in which research is needed, hypotheses, a preliminary research design, methodology, and stimuli (e.g., mock-up ads).

A midpoint check will be done to ensure progress on the paper on March 19 after turning in your special topic paper. Each student will have a 20 minute meeting with the instructor. On April 23, each student will be required to make a 20 minute presentation of their final research proposal. The final paper will also be due on April 23 (NO EXCEPTIONS).

### Attendance

Students are expected to attend every class. The instructor should be informed of any absences in advance, and students are responsible for making up the work missed.

### Class participation

Participation grades are based on the judgment of the instructor. The regularity of participation, the quality of the comments during the class, and e-mail questions will be considered when assigning a grade. Any evidence that a student is not completing the reading will seriously detract from this grade.

**GRADING**

- Class participation: 15%
- Discussion leader: 25%
- Special topic paper (mid-term): 25%
- Research proposal & presentation: 35%

**POLICY ON SCHOLASTIC DISHONESTY**

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test or other assignments. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the failure (Grade: E) in the course and/or dismissal from the University.

## COURSE SCHEDULE & READING LIST

### Week 1 (1/9): Introduction

### Week 2 (1/16): Overview of the Field of Advertising & Consumer Behavior

- Rust, Roland T. and Richard W. Oliver (1994), "The Death of Advertising," *Journal of Advertising*, 23(4), 71-78.
- Fox, Richard J. and Gary L. Geissler (1994), "Crisis in Advertising?" *Journal of Advertising*, 23(4), 79-84.
- Morris B. Holbrook (1987), "What is Consumer Research?" *Journal of Consumer Research*, 14(June), 128-132.
- Calder, Bobby J., Lynn W. Phillips, and Alice M. Tybout (1981), "Designing Research for Application," *Journal of Consumer Research*, 8(September), 197-207.

### Week 3 (1/23): Perspective on Advertising

- ----- (1986), "Perspective: Five Prolific Views of Advertising as an Institution," in *Advertising in Contemporary Society: Perspectives Toward Understanding*, Kim B. Rotzoll and James E. Haefner, eds., Cincinnati, OH: South-Western Publishing Co., 45-67.
- Morris B. Holbrook (1987), "Mirror, Mirror, on the Wall, What's Unfair in the Reflections of Advertising?" *Journal of Marketing*, 51 (July), 95-103.
- Pollay, Richard W. and Banwari Mittal (1993), "Here's the Beef: Factors, Determinants, and Segments in Consumer Criticism of Advertising," *Journal of Marketing*, 57(July), 99-114.

### Week 4 (1/30): Attitude & Behavior

- Petty, Richard E., Rao H. Unnava, and Alan J. Strathman (1991), "Theories of Attitude Change," in *Handbook of Consumer Behavior*, eds., Thomas S. Robertson and Harold H. Kassarjian, Englewood Cliffs, NJ: Prentice-Hall, 241-280.
- MacKenzie, Scott B., Richard J. Lutz, and George E. Belch (1986), "The Role of Attitude Toward the Ad as a Mediator of Advertising Effectiveness: A Test of Competing Explanations," *Journal of Marketing Research*, 23(May), 130-143.
- Chattopadhyay, Amitava and Praksh Nedungadi (1992), "Does Attitude Toward the Ad Endure? Moderating Effects of Attention and Delay," *Journal of Consumer Research*, 19(June), 26-33.
- Baron, Rueben M. and David A. Kenny (1986), "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations," *Journal of Personality and Social Psychology*, 51(6), 1173-1182.

### Week 5 (2/6): Involvement

- Greenwald, Anthony G. and Clark Leavitt (1984), "Audience Involvement in Advertising: Four Levels" *Journal of Consumer Research*, 11 (June), 210-224.

- Laczniaak, Russell N., DeAnna S. Kempf and Darrel D. Muehling (1999), "Advertising Message Involvement: The Role of Enduring and Situational Factors," *Journal of Current Issues and Research in Advertising*, 21(1), 51-61.
- Krugman, Holbrook (1965), "The Impact of Television Advertising Without Involvement," *Public Opinion Quarterly*, 29(Fall), 349-356.
- Hawkins, Scott A. and Stephen J. Hoch (1992), "Low-Involvement Learning: Memory without Evaluation," *Journal of Consumer Research*, 19 (September), 212-225.

**Week 6 (2/13):           How Advertising Works? – Hierarchy of Effects**

- Vaughn, Richard (1983), "How Advertising Works? A Planning Model," *Journal of Advertising Research*, 23(September), 22-28.
- Barry, Thomas E. and Daniel J. Howard (1990), "A Review and Critique of the Hierarchy of Effects in Advertising," *International Journal of Advertising*, 9, 121-135.
- Weilbcher, William M. (2001), "Point of View: Does Advertising Cause a "Hierarchy of Effects"?" *Journal of Advertising Research*, 41(December), 19-26.
- Barry, Thomas E. (2002), "In Defense of the Hierarchy of Effects: A Rejoinder to Weilbacher," *Journal of Advertising Research*, 42(May/June), 44-47.

**Week 7 (2/20):           How Advertising Works? – Information Processing & Attitude Change**

- Petty, Richard E., John T. Cacioppo, and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10(September), 135-146.
- MacInnis, J. Deborah and Bernard J. Jaworski (1989), "Information Processing from Advertisements: Toward an Integrative Framework," *Journal of Marketing*, 53(October), 1-23.
- MacInnis, Deborah J., Christine Moorman, and Bernard J. Jaworski (1991), "Enhancing and Measuring Consumers' Motivation, Opportunity, and Ability to Process Brand Information from Ads," *Journal of Marketing* 55(October), 32-53.

**Week 8 (2/27):           How Advertising Works? – Affective Responses**

- Gorn, Gerald J. (1982), "The Effects of Music in Advertising on Choice Behavior: A Classical Conditioning Approach," *Journal of Marketing*, 46(1), 94-101.
- Batra, Rajeev and Douglas M. Stayman (1990), "The Role of Mood in Advertising Effectiveness," *Journal of Consumer Research*, 17(September), 203-215.
- Holbrook, Morris B. and Rajeev Batra (1987), "Assessing the Role of Emotions as Mediators of Consumer Responses to Advertising," *Journal of Consumer Research*, 14(December), 404-420.
- Ambler, Tim and Tom Burne (1999), "The Impact of Affect on Memory of Advertising," *Journal of Advertising Research*, 39(March/April), 25-34.

**Week 9 (3/5):           Mid-term Paper Due (by 4 p.m.)**

**Week 10 (3/12):       Spring Break!**

**Week 11 (3/19):            Research Proposal Meeting**

**Week 12 (3/26):            Effects of Advertising Appeal**

- Yong, Zhang and Betsy D. Gelb (1996), "Matching Advertising Appeals to Culture: The Influence of Products' Use Conditions," *Journal of Advertising*, 25(3), 29-46.
- Sternthal, Brian and C. Samuel Craig (1974), "Fear Appeals: Revisited and Revised," *Journal of Consumer Research*, 1(December), 22-34.
- Weinberger, Marc G. and Charles S. Gulas (1992), "The Impact of Humor in Advertising: A Review," *Journal of Advertising*, 21(4), 35-39.
- Oakes, Steve (2007), "Evaluating Empirical Research into Music in Advertising: A Congruity Perspective," *Journal of Advertising Research*, 47(March), 38-50.

**Week 13 (4/2):            Consumer Reactions to Advertiser/Marketer Tactics**

- Boush, David M., Marian Friestad, and Gregory M. Rose (1994), "Adolescent Skepticism toward TV Advertising and Knowledge of Advertiser Tactics," *Journal of Consumer Research*, 21(June), 165-175.
- Friestad, Marian and Peter Wright (1994), "The Persuasion Knowledge Model: How People Cope with Persuasion Attempts," *Journal of Consumer Research*, 21(March), 1-31.
- Campbell, Margaret C. and Amna Kirmani (2000), "Consumers' Use of Persuasion Knowledge: The Effects of Accessibility and Cognitive Capacity on Perceptions of an Influence Agent," *Journal of Consumer Research*, 27(June), 69-83.
- Williams, Patti, Gavin J. Fitzsimons, and Lauren G. Block (2004), "When Consumers Do Not Recognize "Benign" Intention Questions as Persuasion Attempts," *Journal of Consumer Research*, 31(December), 540-550.

**Week 14 (4/9):            New Media Advertising**

- Cho, Chang-Hoan (2003), "The Effectiveness of Banner Advertisements: Involvement and Click-Through," *Journalism and Mass Communication Quarterly*, 80(3), 623-645.
- Yoo, Chan Yun (2007), "Implicit Memory Measures for Web Advertising Effectiveness," *Journalism and Mass Communication Quarterly*, 84(1), 7-23.
- Geissler, Gary L., George M. Zinkhan, and Richard T. Watson (2006), "The Influence of Home Page Complexity on Consumer Attention, Attitudes, and Purchase Intent," *Journal of Advertising*, 35(2), 69-90.
- Mallinckrodt, Victoria and Dick Mizerski (2007), "The Effects of Playing An Advergame on Young Children's Perceptions, Preferences, and Requests," *Journal of Advertising*, 36(2), 87-100.

**Week 15 (4/16):            Conclusion**

- Bettman, James R., Eric J. Johnson, and John W. Payne (1991), "Consumer Decision Making," in *Handbook of Consumer Behavior*, eds., Thomas S. Robertson and Harold H. Kassirjian, Englewood Cliffs, NJ: Prentice-Hall, 50-84.

- Wansik, B. and M. Ray (1996), "Advertising Strategies to Increase Usage Frequency," *Journal of Marketing*, 60(January), 31-46.
- Vakratsas, Demetrios and Tim Ambler (1999), "How Advertising Works: What Do We Really Know?" *Journal of Marketing*, 63(January), 26-43.

**Week 16 (4/23):            Research Proposal Presentations**