



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS5751 COMPUTERS AS PERSUASIVE TECHNOLOGY

SECTION(s)

SUMMER 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION

MODE OF INSTRUCTION:

Instructor:

Email:

Office:

Phone:

Course Location/Website:

Office Hours (in office, online or via phone):

Teaching Assistant:

Email:

COURSE DESCRIPTION:

This course explores the design and use of digital technologies for the purpose of influencing individuals' attitudes or behaviors in a number of contexts (i.e., e-commerce, social marketing, education, health, etc.). Computers as persuasive technology or "captology" is an interdisciplinary field that draws on theories and methods of psychology, human behavior studies, communication and human-computer interaction to inform the design of persuasive experiences delivered through interactive and computational technologies.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe the theoretical and practical foundations of "captology" or the use of computers as persuasive technology.
2. Discuss theories of persuasion and human behavior that can be used to inform the design of persuasive technology.
3. Identify emerging trends in the use of computers as persuasive technologies in different contexts.
4. Discuss the ethical considerations in designing persuasive technologies.
5. Write a critical and evidence-based analysis of trends and patterns, policy or ethical issues related to the design or application of persuasive technology.

COURSE MATERIALS:

There will be no required textbook for this class. A list of readings will be provided on the course site. Students will have 2-3 readings per topic.

COURSE ASSIGNMENTS AND EVALUATION:

Assign. #1 Current Research Presentation & Discussion Lead (10%) - You will present current research on a topic from the course outline – the presentation will focus on the main findings of an original research study, its main contribution/s to the field or current thinking, as well as its practical and/or theoretical implications. The article must have been published in a reputable peer-reviewed journal in the last 5 years. After your short presentation, you will lead the class in an interactive discussion of the course topic for that week. The discussion should be no longer than 20 minutes and should primarily be audio-based (not chat-based). To facilitate this, you are encouraged to think about 2-3 discussion prompts (or interesting discussion questions). At the end of the discussion, you will be in charge of summarizing main points discussed and wrapping up the class session for that day.

***NOTE:** You must consult your professor about the appropriateness of your peer-reviewed article before finalizing your choice. If your discussion topic and final paper are related, you may also include this peer-reviewed article in your annotated bibliography. The article, however, cannot be listed as one of the readings for that week.

Assign. #2 Annotated Bibliography (25%) - For your final project, you will write a final research paper on a topic related to the use of persuasive technology. Prior to writing the final paper, you will search for and critically evaluate 5 credible and relevant resources that you will use to support your research paper. Sources must be about original research (not literature reviews) and published in the last 5 years. After reading and analyzing each resource critically, you will write an annotated bibliography for each source. Each citation should include the complete bibliographic information of the resource PLUS a 300-400 word annotation. This annotation must be a critical evaluation of the resource - not a mere repetition of what is in the abstract. The Annotated Bibliography is a good way to start thinking about your final paper and refining your main argument – if you do a good job with it, you will have basically done at least 1/3 of the work for your final paper.

Assign. #3 Final Research Paper (30%) - You will write an original, evidence-based paper focusing on any of the following: trends and patterns, policy or ethical issues, theory and research related to the use, application and/or design of persuasive technology. As part of the exercise, you are required to provide an overview of the topic or issue, critically review and analyze scholarly literature and present this as evidence for your main argument or thesis, identify and discuss gaps in the literature, and recommend areas for future research. The paper should be around 3000 to 4000 words (this word count does not include the bibliography, or any figures or tables presented).

Assign. #4 Final Paper Presentation (10%) – At the end of the semester you will share the results of your research with the class in a 10-15 minute presentation.

Read & React Discussion Posts (20%) – This requirement comes in two parts.

- (1) **READ:** Post critical comments on the course readings on 8 different weeks of your choice. For each post:
 (a) identify 2 main takeaways from the week's readings and briefly explain why these resonated with you - these should be critical reflections and not summaries; and (b) pose one critical issue related to the weekly topic that needs further discussion. Discussion board postings must be 150-200 words in length. Original posts must be submitted by midnight EST on the Sunday before the topic will be discussed in class.
- (2) **REACT:** Post a substantive comment on another student's posting for that week. These comments must be no less than 100 words in length and must be posted no later than two days after the topic is covered in class (by midnight EST on Wednesdays).

All posts must be reflective and substantive (not summaries of readings). There are no quizzes or exams for this course, so posts are important to keep students engaged in the course content and to demonstrate your ability to make clear connections between the readings and the topic as well as your preparedness to discuss weekly topics.

GRADE CALCULATION:

Grades will be distributed in the following manner:

REQUIREMENTS	%
Assign. #1 Current Research Presentation and Discussion Lead (1)	10
Assign. #2 Annotated Bibliography	25
Assign. #3 Final Research Paper	30
Assign. #4 Presentation	10
Read & React Discussion Posts (minimum of 8 on different weeks)	20
Attendance & Participation (minimum of 10 sessions including final presentation)	5
TOTAL	100

GRADING SCALE:

The course will use the standard grading scale for courses taught at FSU:

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	0 – 59

COURSE TOPICS:

WEEK (Summer A)	TOPICS TO BE COVERED
1	Computers as Persuasive Tools
2	Persuasion Theories and IT Design
3	Attitude and Behavior Change
4	Designing Effective Persuasive Systems

WEEK (Summer A)	TOPICS TO BE COVERED
5	Interface and User-Experience Design and Human-Computer Interaction
6	Captology and Marketing
7	Persuasive Technologies for Health Promotion
8	Persuasion Through Mobile, Context-Aware, Networked Devices
9	Online Persuasion through Social Media
10	Gamification as a Persuasive Strategy
11	Ambient Persuasive Technologies
12	Ethical Considerations in Designing Persuasive Technologies
13	Presentations

COPYRIGHT STATEMENT:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location: <http://ischool.cci.fsu.edu/academics/online/requirements/>

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights

and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."