

Tutorial Letter 101/3/2018

Persuasive Texts

TEX3701

Semesters 1 & 2

**Department of Afrikaans and Theory of
Literature**

IMPORTANT INFORMATION

Please register on myUnisa, activate your myLife e-mail addresses and make sure that you have regular access to the myUnisa module website, TEX3701-2018-S1/S2, as well as your group website.

Note: This is an online module and therefore it is available on myUnisa. However, in order to support you in your learning process, you will also receive some study material in printed format.

BARCODE

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1 INTRODUCTION

Dear Student

Welcome to the module on *Persuasive texts* (TEX3701). I hope that you will find this module interesting, meaningful and enriching.

The TEX3701 module is offered by the Department of Afrikaans and Theory of Literature and is intended for students pursuing a career in the communication industry. It is a semester module that carries 12 credits towards your qualification. This module is offered parallel in English and Afrikaans. English students only need to access the learning material that is available in English, while Afrikaans students only need to access the learning material available in Afrikaans.

This module introduces you to the persuasion process from a communication perspective. The fundamental objective of this module is to equip you with the necessary knowledge and skills to analyse, evaluate and write two major types of persuasive texts, namely advertisements and texts for health campaigns.

Because this is a fully online module, you will need to use myUnisa to study and complete the learning activities for this course. Visit the website for TEX3701 on myUnisa frequently. The website for your module is TEX3701-18-S1/S2.

1.1 Getting started ...

Owing to the nature of this module, you can read about the module and find your study material online. Go to the website at <https://my.unisa.ac.za> and log in using your student number and password. You will see [TEX3701-18-S1/S2] in the row of modules displayed in the orange blocks at the top of the webpage. Select the **More** tab if you cannot find the module you require in the orange blocks. Then click on the module you want to open. The welcome message will open which you need to read first. After reading the welcome message on the module site, choose the option "Learning units" and click on it, whereafter you will find the learning units 0-9 for this module. The learning units comprise the syllabus for this module. You will need to work through these learning units before you can attempt to answer the assignments in the 101 tutorial letter (i.e. the tutorial letter you are reading now).

You will receive this 101 tutorial letter and a printed copy of the online study material for TEX3701, i.e. the only study guide for TEX3701. While the study guide may appear different from the online study material, it is the same, as it has been copied from the myUnisa website. The printed study guide (which you will receive in the post upon registration) comprises the learning units 0 to 9 which you need to study before you can attempt to answer the assignments in the 101-tutorial letter (i.e. the tutorial letter you are reading now).

We wish you much success in your studies!

2 OVERVIEW OF MODULE

2.1 Purpose

The main purpose of the semester module *Persuasive texts* (TEX3701) is to equip you with the necessary knowledge and skills to analyse, evaluate and write two major types of persuasive texts, viz. advertisements and texts for public health campaigns.

This module is delivered using myUnisa and the internet as well as peer group interaction. Your lecturers will interact with you on myUnisa and via e-mail.

2.2 Outcomes

When you have completed this module you will be able to:

- design various types of persuasive texts according to specific communicative goals and target groups
- analyse various types of persuasive texts and determine their efficacy in terms of specific communicative goals and target groups

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer

The primary lecturer for this module is:

Prof. EO Saal
012 429 6737 / +27 12 429 6737
e-mail: saaleo@unisa.ac.za



Please note:

Other lecturers in the Department could assist with the assessment of assignments.

3.2 Department

You can contact the Department of Afrikaans and Theory of Literature as follows:

Departmental secretary
012 429 6308 / +27 12 429 6308

Postal address

Department of Afrikaans and Theory of Literature
PO Box 392, UNISA, Pretoria, 0003

Departmental website and myUnisa

Use the following route:

Home (<http://www.unisa.ac.za>) > colleges > college of human science > schools in the college > school of arts > afrikaans and theory of literature > afrikaans

3.3 University

For enquiries about assignments (procedures, receipt and return, marks), student administration, despatch (study material), exam timetables, exam enquiries and finances (student accounts) which you could not solve via myUnisa, refer to the brochure **Study @ Unisa**. Remember to have your student number available whenever you contact the University.

Whenever you write to a lecturer, please include your student number to enable the lecturer to help you more effectively.

4 RESOURCES**4.1 Joining myUnisa**

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is the University's online campus that will help you communicate with your lecturers, with other students and with the administrative departments at Unisa – all through the computer and the internet.

You can start at the main Unisa website at <http://www.unisa.ac.za> and then click on the myUnisa orange block. This will take you to the myUnisa website. To go to the myUnisa website directly, go to <https://my.unisa.ac.za>. Click on the **Claim UNISA Login** on the right-hand side of the screen on the myUnisa website. You will then be prompted to give your student number in order to claim your initial myUnisa details as well as your myLife e-mail login details.

As already mentioned, the module TEX3701 is also offered online (on myUnisa). Access the study material for this module by clicking on the option “Learning units” on the module site.

For more information on myUnisa, consult the brochure **Study @ Unisa**, which you received with your study material.

4.2 Other resources – printed support material

Because we want you to be successful in this online module, we also provide you with some of the study material in printed format. This will allow you to read the study material even if you are not online. The printed study material will be sent to you at the beginning of the semester, but you do not have to wait for it before you start studying – you can go online as soon as you have registered and find all your study material there. The material we will send you is an **offline** copy of the formal content for the

online module. Having an offline copy will enable you to study for this module WITHOUT having to use the internet or to go to an internet café. It will save you time and money, and you will be able to read and re-read the material and start doing the activities.

After registration you will receive the following study material (in print) from the University:

- A printed study guide (which comprises the learning units 0-9)
- Tutorial letter TEX3701/101/2018 (the one that you are reading now) which comprises the assignments 01 and 02
- A follow-up tutorial letter (tutorial letter 201) which you will receive during the semester and which will contain feedback on the two assignments as well as advice for exam preparation

(All the above printed material will also be available on myUnisa in PDF format. This implies that you can download your study material and print it. The study guide will be uploaded under “Official study material” as well as “Additional resources”, while the 101 tutorial letter and the 201 follow-up tutorial letter will only be uploaded under “Official study material”.)

It is also very important that you log in to myUnisa regularly. We recommend that you log in at least once a week or every 10 days to do the following:

- **Check for new announcements.** You can also set your myLife e-mail account to receive the announcement e-mails on your cellphone.
- **Do the Discussion Forum activities.** When you do the activities for each unit, you can share your answers with the other people in your group. You can read the instructions and even prepare your answers offline, but you will need to go online to post your messages.

We hope that by giving you extra ways to study the material and practise all of the activities, this system will help you succeed in the online module. To get the most out of the online course you **MUST** go online regularly to complete the activities and assignments on time.

Remember, the printed support material is back-up material for everything that is found online on myUnisa. It does not contain any extra information. **In other words, do NOT wait for the printed support material to arrive before you start studying.**

4.3 Electronic reserves (e-reserves)

In this module only electronic reserves (e-reserves) are used. The following 4 chapters from the book *The Sage Handbook of Persuasion: Developments in Theory and practice* (2013) by James Price Dillard and Lijiang Shen are available as e-reserves:

- Chapter 2: The effects of message features: Content, structure, and style (2013) – Lijiang Shen and Elisabeth Bigsby
- Chapter 9: The Elaboration Likelihood Model (2013) – Daniel J O’Keefe
- Chapter 12: Fear appeals (2013) – Paul A Mongeau
- Chapter 17: Persuasive strategies in health campaigns (2013) – Charles K Atkin and Charles T Salmon

To access the e-reserves you need to do the following:

- Go to the Unisa homepage: www.unisa.ac.za (**not** myUnisa!)
- Click on “Library”
- Click on “Find e-reserves and Recommended books” (**not** e-resources!)
- The window “Course code search” opens. Type in the module code “TEX3701” and click submit
- Click on the e-reserve you want to access

In the learning units that are available on myUnisa (or alternatively in the printed study guide) you will be referred to some of these chapters that are uploaded as e-reserves.

(Please note: There are no prescribed or recommended books for this module, only e-reserves.)

4.4 Library services and resource information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in research – http://libguides.unisa.ac.za/Research_Skills
- contacting the Library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 HOW TO STUDY ONLINE

5.1 What does it mean to study fully online?

Studying fully online modules differs completely from studying some of your other modules at Unisa.

- **All your study material and learning activities for online modules are designed to be delivered online on myUnisa.** Although we give you a printed copy to support your studies, the module is designed to be delivered online.
- **All of your assignments must be submitted online.** This means that you do all your activities and submit all your assignments on myUnisa.
- **All of the communication between you and the University happens online.** Lecturers will communicate to you by e-mail, and using the **Announcements**, the **Discussion Forums** and the **Questions and Answers** tools. You can also use all of these ways to ask questions and contact your lecturers. First check the Frequently Asked Questions (FAQs) tool on myUnisa to see if your questions have not already been answered.

5.2 The myUnisa tools you will use

All of the information about myUnisa tools is located under **Learning unit 0** on the myUnisa website for this module. However, we thought it was important to highlight the tools that will be used for your formal assignments.

In this module, there are two different types of assessment using different myUnisa tools:

- **Discussions:** This is the place where the online discussion forums take place and where you can share your ideas and insights with other students in your group. For many activities, the discussion forums are also used.
- **Assignments:** You have to type the assignments in a Word document and submit them online in the same way as you will submit all the other assignments online. These typed assignments must be submitted as Word documents using the online **Assignments** tool on myUnisa. The instructions for submitting these assignments are given under **Learning unit 0**. The assignments will be routed to your lecturer who will mark them.

6 ASSESSMENT

6.1 Assessment plan

The method of assessment in this module reflects Unisa's policy on assessment (see: www.unisa.ac.za). Assessment in this module is a continuous process and includes both formative and summative assessment.

Formative assessment is made up of two assignments which contribute 25% in total towards your final mark for this module.

- Assignment 01 is a multiple choice assignment which consists of 20 multiple choice questions. These questions have to be answered on a mark reading sheet. Assignment 01 counts 10% of your final mark for the module. Assignment 01 focuses on Learning units 2 and 3.
- Assignment 02 consists of various types of short questions. You should submit the assignment via myUnisa to be marked by the lecturers. This assignment will count 15% of your final mark for the module. Assignment 02 focuses on Learning units 4-9. You have to answer all the questions.

Please note that we have set different assignments for semester 1 and 2. Make sure that you answer the correct assignments for the semester you have registered for.

After submission of your two assignments, you will receive a feedback letter (tutorial letter 201) in which we will explain how we assessed and marked your assignments.

Summative assessment is done when you write your final examination: your exam paper will contribute 75% towards your final mark. If you do not pass this module, you may still be eligible for a supplementary examination in the following semester.

To get admission to the exam you should submit at least one assignment (either assignment 01 or assignment 02) on or before the due date. By submitting any one of the two assignments you get admission to the exam. However, we strongly advise you to submit both assignments because by submitting both assignments you can build up a very good year mark. Note that your two assignments together make up a maximum of 25% of your final mark for this module.

6.2 Year mark and final examination

Your year mark for this module is as follows:

- The two assignments will contribute 25% towards your final mark. Assignment 01 will count 10% of your final mark for the module, while assignment 02 will count 15% of your final mark.
- The examination paper will contribute 75% towards your final mark.

6.3 Due dates for assignments

The due dates for the assignments are:

Assignment	Semester 1 Closing date	Semester 2 Closing date
Assignment 01 (Multiple choice questions on Learning units 2-3)	8 March 2018	8 August 2018
Assignment 02 (Short questions on Learning units 4-9)	4 April 2018	5 September 2018

6.4 Unique assignment numbers

Each assignment has an additional number, the so-called **unique assignment number**. Make sure that this number appears on each assignment.

For 2018, the unique assignment numbers are as follows:

Semester 1

Assignment 01: 720131

Assignment 02: 765754

Semester 2

Assignment 01: 882376

Assignment 02: 802521

6.5 Plagiarism

Plagiarism involves taking someone else's work, ideas or words and passing it off as your own. This includes copying a fellow student's work, or copying (without acknowledgement) excerpts from any book (including prescribed or recommended books), the Internet or any other written source or publication. **This includes the content of your study material!** Where plagiarism is proven, an assignment will not receive any marks.

At registration each student receives *The Disciplinary Code for Students* (2004). You are advised to study this document thoroughly, especially section 2.1.3 and 2.1.4 (2004:3-4). Also study the University's *Policy on Copyright Infringement and Plagiarism* very carefully as plagiarism is a very serious offence which can have severe consequences.

For the second assignment, we include a form with a declaration in which you should confirm that your assignment contains only your own work. **This declaration should be completed and attached to your assignment.** Failure to do so will result in non-acceptance of your assignment. If the assignment is submitted via myUnisa, your name must appear where your signature is required and the form must accompany the assignment.

Please, do not submit the declaration form separate from your assignment.

The declaration form appears at the end of assignment 02.

6.6 Assignments

Assignments for Semester 1 (January - June)

Semester 1
ASSIGNMENT 01

Lecturer:

Prof EO Saal
012 429 6737
saaleo@unisa.ac.za

Closing date:

8 March 2018

Unique number:

720131

Enquiries:

012 429 6308 (Secretary)

Study material

The assignment focuses on learning units 2 and 3 of your study material.
Read the document "Attitudes and behaviour" uploaded under "Additional Resources" on myUnisa.
Read chapter Chapter 9: "The Elaboration Likelihood Model" by Daniel J O'Keefe uploaded as an e-reserve. (Go to the Unisa library website to get access to the e-reserves for this module – see section 4.3.)

The assignment has to reach the Assignment section on or before 8 March 2018. This assignment contributes a maximum of 10% to your final exam mark.

Take note of the following:

- The multiple choice questions have to be answered on an assignment mark reading sheet. This assignment has to be clearly marked as assignment 01. We recommend that you submit your assignment via myUnisa.
- Assignment 01 has to reach us before or on **8 March 2018**.
- You will find general instructions for the completion of mark reading sheets in the brochure *Studies @ Unisa*.

MULTIPLE CHOICE QUESTIONS

Choose only one option of those presented for each question and mark the applicable answer on your mark reading sheet, e.g.1.3.

1 Complete the following statement by choosing the correct option:

The main goal of persuasive texts is to influence reader's and ultimately their

- [1] behaviour; attitude
- [2] attitude; behaviour
- [3] attitude; value

2 Which one of the following is a key element of persuasion?

- [1] use of violence
- [2] allowing freedom of choice
- [3] use of threat

3 Which one of the following statements is correct?

- [1] A large amount of primary beliefs determine our attitude towards an object.
- [2] Attitudes are only based on cognitive information.
- [3] Values are the most enduring cognition.

4 Complete the following statement by using the correct option:

..... are evaluations based on beliefs.

- [1] Values
- [2] Attitudes
- [3] Behavioural intentions

5 *Plastic bottles do not belong in a bin. Recycling is not only better for the environment; it's also better for the country.*

This statement is trying to persuade the reader to recycle plastic bottles by appealing to

- [1] a certain attitude of the reader.
- [2] the reader's behavioural intention.
- [3] a certain value system of the reader.

6 Which one of the following statements is NOT correct?

- [1] Beliefs can be right or wrong.
- [2] Persuasive texts can try to correct incorrect beliefs.
- [3] Beliefs can be changed very easily with the help of a persuasive text.

- 7 Which one of the following does NOT represent a strategy to change beliefs about drinking?**
- [1] the writer gives more weight to the accepted advantages of drinking
 - [2] the writer adds new disadvantages of drinking
 - [3] the writer increases the probability that drinking will definitely result in a particular negative consequence
- 8 Topics that deal with *sex*, *violence* and *death* could arouse the reader's interest because**
- [1] it is always personally relevant for the reader.
 - [2] it is universally interesting.
 - [3] it always contains a surprise element for the reader.
- 9 Which one of the following is a generally recognised persuasive strategy to counter reader's resistance?**
- [1] the use of the likeability heuristic
 - [2] the use of the "person off the street" heuristic
 - [3] the use of the consensus heuristic
- 10 The heuristic rule "statements by experts can be trusted" is an example of the**
- [1] consensus heuristic.
 - [2] likeability heuristic.
 - [3] credibility heuristic.
- 11 A reader who accepts a persuasive message on the basis of who the sender of the message is, is an example of persuasion based on**
- [1] the central route of information processing.
 - [2] the peripheral route of information processing.
 - [3] the systematic processing of the message.
- 12 According to the Elaboration Likelihood Model (ELM) of Petty and Cacioppo, yielding to the message of a persuasive text can take place via the route, where readers will scrutinise the arguments, or via the route, where readers will focus on the non-argumentative features of a text.**
- [1] peripheral; central
 - [2] central; peripheral
 - [3] heuristic; central
- 13 Which one of the following statements is correct?**
- [1] High-involvement readers are more influenced by both strong and weak arguments.
 - [2] Low-involvement readers are more susceptible to peripheral cues.
 - [3] Low-involvement readers are more influenced by weak arguments.

14 Which one of the following statements is correct?

- [1] Rhetorical figures in advertisements could arouse positive feelings towards the advertised products.
- [2] Use of rhetorical figures in persuasive texts enhances the reader's resistance to the text.
- [3] Rhetorical figures in advertisements always evoke positive feelings towards the advertised product.

15 Which one of the following options is correct?

The *Elaboration Likelihood Model* of Petty en Cacioppo is a model of how readers process

- [1] all texts cognitively.
- [2] persuasive texts.
- [3] informative texts.

16 Which one of the following statements is correct?

- [1] The central route of processing is activated when elaboration is relatively low.
- [2] The amount of elaboration is influenced by the reader's motivation and ability to process the arguments in the text.
- [3] Peripheral-route persuasion comes about through issue-relevant thinking.

17 Which one of the following is an example of a persuasive text which attempts to hide the sender's persuasive intention?

- [1] advertisements
- [2] advertorials
- [3] health campaign texts

18 The persuasive power of humour in advertisements works primarily via

- [1] experiential processing of the information.
- [2] central processing of the information.
- [3] systematic processing of information.

19 Which of the following statements is correct?

- [1] Readers who have prior knowledge of a topic have to make an extra cognitive effort in order to understand the content better.
- [2] The more prior knowledge a reader has, the less he/she has to rely on the text to construct a mental representation of the text.
- [3] Prior knowledge of a topic leads to a decrease in the development of a person's schemata.

20 *Pieter believes that the Honda Civic is a very good car because his father drove one.*

This is an example of

- [1] a cognitive-based attitude.
- [2] an affective-based attitude.
- [3] a norm-based attitude.

[20]

Semester 1

ASSIGNMENT 02

Lecturer:

Prof. EO Saal

Tel: 012 429 6737

e-mail: saaleo@unisa.ac.za**Closing date:**

04 April 2018

Unique number:

765754

Enquiries:

012 429 6308 (Secretary)

Study material

The assignment focuses on learning units 4-9 of your study material. **You have to answer the questions set for both sections.**

This assignment will be marked by the lecturers and returned to you with comments and suggestions for corrections. This assignment contributes a maximum of 15% to your semester mark.

Remember to include a signed declaration that the assignment contains your own original work – the declaration appears at the end of assignment 02.

Designing effective advertisements

Question 1

Study the advertisement for *Old Mutual* ("My son became a pilot at 10") which appears in **Learning unit 4**, under **section 4.2.3**, and then answer the following questions.

- 1.1 Who is the **target group** for this advert? Justify your answer (in no more than two lines) with reference to the advert. (2)
- 1.2 Which **content strategy** is used in the headline to attract the reader's attention? Just write down the name of the type of content strategy. (1)

- 1.3 Give in your own words (in one single sentence) the **desirability claim** that is made about the advertised product. (2)
- 1.4 Discuss (in no more than six lines) why the **headline** would easily fall in the target reader's noncommitment zone. (3)
- 1.5 Which **structural technique** is used to attract the target reader's attention for this advert? Do you think this persuasive technique is effective in attracting the target reader's attention? Justify your answer in no more than six lines. (3)
- 1.6 Which **peripheral cue**/heuristic can be found in the advert? Which **heuristic rule** is activated by this peripheral cue? (Firstly, identify the heuristic, and write it down, followed by the heuristic rule.) Do you think this heuristic/peripheral cue will enhance the persuasive effectiveness of the advert? Justify your answer in no more than six lines. (4)
- 1.7 This advert makes an appeal to a certain value system of the reader. Give in one single sentence the **value appeal** that is made in this advert? (2)
- 1.8 Discuss (in no more than four lines) how the **visual image** in the advertisement can function as argument. (2)
- 1.9 Which **style technique** is used in the body copy of the advert to influence the reader's decision to evaluate the arguments? Do you think this technique is effective to increase the reader's motivation to evaluate the arguments in the text? (2)
- 1.10 Which **type of evidence** is used to support the claim? Why do you say so? (Read the section on "Type of evidence" in chapter 2: *The effects of message features: Content, structure and style* which has been uploaded as an e-reserve.) (2)
- 1.11 Is the message content in the advert directed at **low-self monitors or high-self monitors**? Justify your answer in no more than four lines. (2)
- [25]**

Designing effective health campaigns messages

Question 2

Study the following brochure on *Smoking* and answer the questions that follow.

Do you smoke?
Do you want to stop?
Do you need help?

Do you smoke?

Smoking is the leading preventable cause of death in the world

Smoking:

- Kills up to 1 in every 2 users
- Is a risk factor for 6 of the 8 leading causes of death in the world, including:
 - Heart disease
 - Pulmonary disease
 - Various cancers (especially lung cancer)
- On average, smoking reduces lifespan by 15 years

The Burden of smoking in South Africa

- 22% of adults (>18 years) and 24% of teenagers (13 – 15 years) in South Africa smoke
- >2.5 million working days are lost each year due to smoking-related diseases
- Smoking is a major contributor to South African deaths
 - Malaria causes 2 deaths/week
 - Road accidents cause 36 deaths/day
 - Smoking related diseases cause 55 deaths/day

Smoking is an addiction

Smoking is more than a habit. It's an addiction to nicotine. That's why you may feel irritable or anxious when you don't have a cigarette, and why it is so difficult to stop.

When you smoke, nicotine reaches the brain in 10-16 seconds and releases chemicals which make you feel good. The problem is, your body doesn't want that feeling to stop, and craves more nicotine, so you keep smoking.

Due to this addiction, you may experience the following withdrawal symptoms after your last cigarette:

- Depression
- Lightheadedness
- Sleep disturbance
- Irritability or aggression
- Restlessness
- Impaired concentration
- Increased appetite

Cravings are sometimes intense and may also persist for many months, especially if triggered by situational cues.

Do you want to stop?

The benefits of stopping smoking are immediate and long-lasting**Within 8 hours:**

Nicotine and carbon monoxide levels in blood reduce by half, oxygen levels return to normal. Circulation improves.

Within 24 hours:

Carbon monoxide and nicotine eliminated from the body.

Within 48 hours:

The ability to taste and smell improves.

Within 1 month:

Appearance improves – skin loses its grayish pallor and becomes less wrinkled.

Within 3-9 months:

Coughing and wheezing declines.

Within 1 year:

Risk of heart attack reduces by half compared to that of a smoker.

Within 10 years:

Risk of lung cancer falls to about half that of a smoker.

Within 15 years:

Risk of heart attack falls to the same as someone who has never smoked.

Stopping smoking also:

- Reduces family members' risk of heart disease and lung cancer caused by second-hand smoke.
- Represents one of the most cost-effective healthcare interventions.

- 2.1 Who is the **target audience** for this brochure? Motivate your answer in no more than three lines. (2)
- 2.2 Which two **style techniques** are used in the headline to arouse interest for the health topic in question? (2)
- 2.3 Would you describe the message in the text as a **one-sided or two-sided campaign message**? Justify your answer (in no more than four lines) with reference to the text. (2)
- 2.4 Message framing is a popular persuasive strategy in health campaign texts. Discuss (in no more than six lines) how this text uses **message framing** as persuasive strategy to bring about attitude change. Motivate your answer by referring to relevant examples from the text. (4)
- 2.5 According to fear appeal research, behaviour change is often motivated by the reader's perception of the risky behaviour in terms of **severity, perceived susceptibility and efficacy**. Briefly discuss (in no more than twelve lines) whether these three risk factors (namely **severity, perceived susceptibility and efficacy**) are addressed in this brochure. If these factors are addressed, indicate whether it is addressed effectively. If not, provide examples that you would include in the brochure. Discuss each of the three risk factors (**severity, perceived susceptibility and efficacy**) separately, each with its own heading. (6)
- 2.6 Give an example of a **negative economic incentive** from the brochure which is used to try and persuade target readers to comply with the recommended behaviour. (1)

- 2.7 Will the **processing of this text** probably take place via the central or via the peripheral route? Motivate your answer in no more than four lines. (2)
- 2.8 If you had to include an **illustration** in the brochure, which illustration would you have included to attract the attention of the reader and why this particular illustration? (2)
- 2.9 If you had to rewrite the brochure, which **two changes** in terms of choice of **content** would you have made to the brochure (keeping in mind the intended target audience)? Why do you think these changes would enhance the persuasive power of the message? Your motivation should refer to relevant persuasive strategies. Briefly discuss these changes in no more than eight lines by referring to relevant persuasive strategies. (Please note: You need to list **two** content changes and then motivate each of these changes.) (4)

[25]

Total: [50]

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DECLARATION AND CHECKLIST

Complete the following declaration and checklist.

DECLARATION

Name:

Student number:

Module code:

Assignment number:

I declare that this assignment is my own, original work. Where I have used source material, it is acknowledged in accordance with departmental requirements. I understand what plagiarism is and I am aware of the departmental policy on it.

Signature:

Date:

CHECK LIST

Please tick the appropriate box (√).

		YES	NO
1	I acknowledged all source material (study guide, tutorial letter, internet, other sources) used in my assignment.		
2	Irrespective of whether I participated in a study group or not, the wording of the assignment is my own.		
3	I indicated all sources used in my assignment by placing the quote in inverted commas and/or by providing the reference according to the Harvard method.		
4	At the end of my assignment, there is a bibliography reflecting all the consulted sources.		

SCAN THIS PAGE AND INCLUDE IN YOUR ASSIGNMENT



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Assignments for Semester 2 (July – December)

Semester 2
ASSIGNMENT 01

Lecturer:

Prof EO Saal
012 429 6737
saaleo@unisa.ac.za

Closing date:

08 August 2018

Unique number:

882376

Enquiries:

012 429 6308 (Secretary)

Study material

The assignment focuses on learning units 2 and 3 of your study material.
Read the document "Attitudes and behaviour" uploaded in the "Additional Resources" on myUnisa.
Read chapter Chapter 9: "The Elaboration Likelihood Model" by Daniel J O'Keefe uploaded as an e-reserves. (Go to the Unisa library website to get access to the e-reserves for this module.)

The assignment has to reach the Assignment section on or before 08 August 2018. This assignment contributes a maximum of 10% to your final exam mark.

Take note of the following:

- The multiple choice questions have to be answered on an assignment mark reading sheet. This assignment has to be clearly marked as assignment 01. Place the completed mark reading sheet in your assignment envelope and send it to the Assignments Section at Unisa. Do not send assignment 01 directly to the Department of Afrikaans and Theory of Literature.
- Assignment 01 has to reach us before or on **08 August 2018**.
- You will find general instructions for the completion of mark reading sheets in the brochure *Studies @ Unisa*.

MULTIPLE CHOICE QUESTIONS

Choose only one option of those presented for each question and mark the applicable answer on your mark reading sheet, e.g.1.3.

1 Which one of the following statements is correct?

- [1] Persuasive texts are always successful in persuading the reader.
- [2] The reader's intention is used as criterion to distinguish between informative and persuasive texts.
- [3] Persuasive texts can be defined as an intentional effort at influencing the reader's attitude.

2 Which one of the following statements is correct?

- [1] Attitudes are the only determinants of behavioural intention.
- [2] Attitude change always leads to behaviour change.
- [3] Attitudes and social norms are determinants of behavioural intention.

3 Complete the following statement:

Your evaluation of an object reflects your towards that object.

- [1] attitude
- [2] value
- [3] belief

4 Complete the following statement:

Attitude change can be brought about by influencing the that underlie the attitude.

- [1] values
- [2] beliefs
- [3] behavioural intentions

5 Which one of the following statements is correct?

- [1] Persuasive texts never try to correct incorrect beliefs.
- [2] Persuasive texts do not try to form new beliefs.
- [3] Persuasive texts aim to change attitudes and behaviour.

6 Which persuasive strategy is used in the following example?

Recent research shows that smokers' chances of getting heart and coronary diseases increase by 60%.

- [1] The writer increases the probability that the disadvantage will indeed occur.
- [2] The writer decreases the probability that the advantage will occur.
- [3] The writer gives less weight to accepted disadvantages.

7 Which one of the following statements is correct?

- [1] A large amount of primary beliefs determines our attitude towards an object.
- [2] Attitudes are only based on cognitive information.
- [3] Values are the most enduring cognition.

8 Which one of the following is an example of a persuasive text which attempts to hide the sender's persuasive intention?

- [1] advertisements
- [2] advertorials
- [3] health campaign texts

9 Which one of the following is NOT a persuasive strategy to counter reader's resistance?

- [1] by using the "person of the street" testimonial
- [2] disguising the persuasive intent of the persuasive text
- [3] providing arguments in support of the viewpoint

10 The heuristic rule "People I like usually have correct opinions" is an example of the

- [1] consensus heuristic.
- [2] likeability heuristic.
- [3] credibility heuristic.

11 Which one of the following statements is correct?

- [1] The peripheral route of processing is activated when elaboration is relatively low.
- [2] Central-route processing does not depend on the receiver's issue-relevant thinking.
- [3] Attitude change based on the central route of information processing is less resistant to counterpersuasion.

12 According to the Elaboration Likelihood Model (ELM) of Petty and Cacioppo, yielding to the message of a persuasive text can take place via the route, where readers will scrutinise the arguments, or via the route, where readers will focus on the non-argumentative features of a text.

- [1] peripheral; central
- [2] central; peripheral
- [3] heuristic; central

13 Which one of the following options is correct?

The Elaboration Likelihood Model of Petty en Cacioppo is a model of how readers process

- [1] all texts cognitively.
- [2] persuasive texts.
- [3] informative texts.

14 Which one of the following is NOT a necessary step in yielding to the arguments of a text according to McGuire's persuasion model?

- [1] The reader has to attend to the text.
- [2] The reader has to comprehend the arguments of a text.
- [3] The reader must generate a counterargument for each argument presented in the text.

15 The following statement occurs in a campaign text directed at HIV-infected persons:

HIV and AIDS cannot be cured by having sex with a virgin.

The statement attempts to persuade the reader by changing his or her ...

- [1] values about HIV and AIDS
- [2] attitudes towards HIV and AIDS
- [3] beliefs about HIV and AIDS

16 A reader reads an advertisement for a new mobile phone and decides to buy one because he or she likes the picture of a tropical beach filled with happy people who each hold one of the advertised phones in their hands.

This process is an example of persuasion based on

- [1] the systematic processing of the arguments in the text.
- [2] the application of heuristics.
- [3] the central route of processing the text.

17 Which of the following statements is correct?

Central cognitive processing of a persuasive text

- [1] improves the chances that the reader's beliefs and attitudes may change.
- [2] improves the chances that the reader will reject the message of the text.
- [3] guarantees that the reader will accept the message of the text.

18 Including an element of surprise in a persuasive text is an effective strategy since readers ...

- [1] will want to read such a text to resolve the mismatch between the surprising information and their prior knowledge.
- [2] are only interested in topics about which they already know a lot.
- [3] tend to accept information that will contradict their existing evaluation of a topic.

19 Which of the following statements is correct?

- [1] Readers who have prior knowledge of a topic have to make an extra cognitive effort in order to understand the content better.
- [2] The more prior knowledge a reader has, the less he/she has to rely on the text to construct a mental representation of the text.
- [3] Prior knowledge of a topic leads to a decrease in the development of a person's schemata.

20 Which of the following options does NOT represent an attention strategy?

- [1] topics with a surprise element
- [2] topics with new information
- [3] topics with old information

[20]

Semester 2

ASSIGNMENT 02

Lecturer:

Prof. EO Saal

Tel: 012 429 6737

e-mail: saaleo@unisa.ac.za

Closing date:

05 September 2018

Unique number:

802521

Enquiries:

012 429 6308 (Secretary)

Study material

The assignment focuses on learning units 4-9 of your study material. **You have to answer the questions set for both sections.**

This assignment will be marked by the lecturers and returned to you with comments and suggestions for corrections. This assignment contributes a maximum of 15% to your semester mark.

Remember to include a signed declaration that the assignment contains your own original work – the declaration appears at the end of assignment 02.

Designing effective advertisements

Question 1

Study the advertisement for *Petco* ("With a name like Polyethylene Terephthalate, expect it to be sophisticated") which appears in **Learning unit 6**, under **section 6.2.1**, and then answer the following questions. (If the advert is not legible enough, consult the online version of the advertisement on myUnisa, under learning unit 6.)

- 1.1 Who is the **target group** for this advert? Justify your answer (in no more than two lines) with reference to the advert. (2)
- 1.2 Give an example of **scientific evidence** in the advert? What is the function of this scientific evidence in the advert? (2)
- 1.3 Which **incorrect belief** about plastic bottles does this advert try to address? (1)

- 1.4 Give in your own words (in one single sentence) the **desirability claim** that is made about the advertised product. (2)
- 1.5 Give one **supporting argument** from the advert for the claim you have identified in 1.4. (1)
- 1.6 Would you describe the arguments in die advert as **strong arguments**? Justify your answer in no more than six lines. (Refer specifically to the *desirability* and *probability* of the consequences.) (2)
- 1.7 This advert makes an appeal to a certain value system of the reader. Give in one single sentence the **value appeal** that is made in this advert? (2)
- 1.8 Discuss (in no more than six lines) why the **headline** could easily fall in the target reader's noncommitment zone. (3)
- [15]**

Question 2

Study the advertisement for *Herbex* ("With Herbex, I lost 31 kg!") which occurs in **Learning unit 7**, under **section 7.3**, and then answer the following questions. (If the advert is not legible enough, consult the online version of the advertisement on myUnisa, under learning unit 7.)

- 2.1 Which **structural technique** is used to attract the target reader's attention for this advert? Do you think this persuasive technique is effective in attracting the target reader's attention? Justify your answer. (3)
- 2.2 Give in one single sentence the **probability claim** that is made about the product. (1)
- 2.3 Which **type of evidence** is used to support the claim? Why do you say so? (Read the section on "Type of evidence" in chapter 2: *The effects of message features: Content, structure and style* which has been uploaded as an e-reserve.) (2)
- 2.4 Which **type of heuristic** is used in the advert? Do you think this heuristic will enhance the persuasive effectiveness of the advert? Justify your answer. (2)
- 2.5 Discuss in no more than four lines how the **visual images** can serve as argument. (2)
- [10]**

Designing effective health campaigns messages

Question 3

Study the following brochure on *Smoking* and answer the questions that follow.

What does smoking do for me?

- I look cool.
- It helps keep me thin.
- It shows I'm wild.
- It's something to do when I'm bored.
- I look mysterious and sophisticated.
- It helps me concentrate.
- It calms my nerves.
- It shows people I "speak their language" and I'm their kind of person.

Why smoking is taking you nowhere:

“Ach, I’ll stop smoking when I’m older.”

It is not that easy. Nicotine, the drug found in tobacco, is highly addictive. Most smokers who want to give up, struggle to do so because they are addicted to nicotine. The earlier in life you give up, the easier.

“I’m too young for smoking to affect me.”

The poisonous chemicals in cigarette smoke damage your lungs. Many teenage smokers experience more lung infections, asthma and allergic symptoms than non-smokers. They also perform less well at sport and other exercise. By the time they reach adulthood, many teenage smokers will have abnormal changes in the cellular structure of their lungs.

“Smoking makes a better party”

Cigarette adverts make it look like people who smoke live exciting, energetic lives with lots of partying going on. But the truth is, smoking gives you bad breath, yellow teeth and makes it difficult to breathe. And you can’t party when you can’t breathe.

What smoking actually does to you:

- Your breath smells and no-one wants to be close to you.
- It makes your clothes smell.
- Your heart has to work harder and its more difficult to breathe.
- Smoking can affect sexual performance by causing impotency in men.
- Smoking affects fertility: men who smoke have lower sperm counts and more abnormal sperm; women who smoke may take longer to get pregnant and are more likely to miscarry.
- ½ of all smokers die from tobacco related illnesses such as heart disease, cancer and emphysema.
- Your teeth get stained and yellow.
- Your skin ages more quickly.

Why quit?

- Within 12 hours of quitting your lungs work better.
- Within 2 days, your sense of smell and taste improves.
- After 3 weeks exercising is easier.
- After 2 months you have more energy.
- After 12 months your risk of lung cancer and heart disease drops.

It’s uncool to smoke

- It’s so much nicer to kiss a non-smoker.

- 3.1 Who is the **target audience** for this brochure? Motivate your answer in no more than three lines. (2)
- 3.2 Provide a **suitable headline** for the brochure. (1)
- 3.3 What is the **difference** between **advertisements and health campaign texts**? Make use of the brochure to illustrate this difference. Your answer should not exceed six lines. (2)
- 3.4 Would you describe the message in the text as a **one-sided or two-sided campaign message**? Justify your answer (in no more than four lines) with reference to the text. (2)

- 3.5 Message framing is a popular persuasive strategy in health campaign texts. Discuss (in no more than six lines) how this text uses **message framing** as persuasive strategy to bring about attitude change. Motivate your answer by referring to relevant examples from the text. (4)
- 3.6 According to fear appeal research, behaviour change is often motivated by the reader's perception of the risky behaviour in terms of **severity, perceived susceptibility** and **efficacy**. Briefly discuss (in no more than twelve lines) whether these three risk factors (namely **severity, perceived susceptibility** and **efficacy**) are addressed in this brochure. If these factors are addressed, indicate whether it is addressed effectively. If not, provide examples of these risk factors that you would include in the brochure. Discuss each of the three risk factors (**severity, perceived susceptibility** and **efficacy**) separately, each with its own heading. (6)
- 3.7 Provide two examples from the text of incorrect **attitudinal beliefs** that the writer tries to correct. (2)
- 3.8 If you had to include an **illustration** in the brochure, which illustration would you have included to attract the attention of the reader and why? (2)
- 3.9 If you had to rewrite the brochure, which **two changes** in terms of choice of **content** would you have made to the brochure (keeping in mind the intended target audience)? Why do you think these changes would enhance the persuasive power of the message? Your motivation should refer to relevant persuasive strategies. Briefly discuss these changes in no more than eight lines by referring to relevant persuasive strategies. (Please note: You need to list **two** content changes and then motivate each of these changes.) (4)

[25]

TOTAL: [50]

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DECLARATION AND CHECKLIST

Complete the following declaration and checklist.

DECLARATION

Name:

Student number:

Module code:

Assignment number:

I declare that this assignment is my own, original work. Where I have used source material, it is acknowledged in accordance with departmental requirements. I understand what plagiarism is and I am aware of the departmental policy on it.

Signature:

Date:

CHECK LIST

Please tick the appropriate box (✓).

		YES	NO
1	I acknowledged all source material (study guide, tutorial letter, internet, other sources) used in my assignment.		
2	Irrespective of whether I participated in a study group or not, the wording of the assignment is my own.		
3	I indicated all sources used in my assignment by placing the quote in inverted commas and/or by providing the reference according to the Harvard method.		
4	At the end of my assignment, there is a bibliography reflecting all the consulted sources.		

SCAN THIS PAGE AND INCLUDE IN YOUR ASSIGNMENT



6 EXAMINATION

The exam will be written in the semester you registered for: if you have registered for the first semester, then you will write the exam in May/June; if you have registered for the second semester, then you will write the exam in October/November.

The exam paper must be completed in two hours. The subminimum for the exam paper is 40%. That means if you receive less than 40% in the exam, you fail the module despite a high semester mark. A subminimum of 40% is required to qualify for the supplementary exam.

7.1 Admission to the exam

To be admitted to the exam for this module, you have to submit any **one** of the two assignments, i.e. either assignment 01 or assignment 02, before or on the due date given in 6.3. If you fail to submit any one assignment, you will not be admitted to the exam.

7.2 Year mark

By submitting your assignments you can build up a good year mark. You can thus earn up to 25% of your final mark if you submit assignment 02 as well.

Your assignments contribute 25% to the final examination mark, while your mark for the examination will count 75% toward your final examination mark. The semester mark (of 25%) is composed as follows:

Assignment 01: a maximum of 10%

Assignment 02: a maximum of 15%

To illustrate: If you sent in assignment 01 and got 80%, as well as assignment 02 for which you got 60%, then your semester mark will be calculated as follows: 8% for assignment 01 and 9% for Assignment 02. In total then your year mark will consist of 17 out of 25 which will be added to the exam mark to make up the final exam mark of 100.

Your exam paper which will count 100 marks will be recalculated to count 75 marks. To illustrate: If you got 44% in the exam, then the mark will be recalculated as 33 out of 75. The exam mark of 33 and the year mark of 17 will be added together resulting in a final exam mark of 50%.

It is therefore in your own interest to submit all TWO assignments to earn a very good year mark.

7.3 Supplementary exam

The supplementary exam is written in the next semester after the one you originally registered for. In other words, if you obtain a final mark of at least 45% in the May/June exam, you will be admitted to write the supplementary exam in October/November.

The supplementary exam also composes one exam paper to be completed in two hours.

7 CONCLUSION

Do not hesitate to contact me by e-mail if you are experiencing problems with the content of this tutorial letter or with any academic aspect of the module.

I wish you a fascinating and satisfying journey through the learning material and trust that you will complete the module successfully.

Enjoy the journey!

Prof. EO Saal

Course Supervisor: TEX3701