



SUBJECT DATASHEET

PERSUASION TECHNIQUES

BMEGT41M110

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

PERSUASION TECHNIQUES

ID (subject code)

BMEGT41M110

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	2
Laboratory	0

Type of

assessment

seminar grade

Number of

credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Ziegler Zsolt	assistant professor	ziegler.zsolt@gtk.bme.hu
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Educational organisational unit for the subject

Department of Philosophy and History of Science

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: **Communication and Media Studies Master's Programme - Communication design specialisation (from 2018)**

Subject Role: **Compulsory**

Recommended semester: **1**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580393/12/2023 registration number. Valid from: 31.05.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The course focuses on the phenomenon of verbal influencing, corresponding psychological biases, its social significance, and the technical description of psychological systems of enacting influences.

Academic results

Knowledge

1. The student knows every important element of the conceptual toolkit of the social sciences, and understands the connections that contribute to the professional interpretation of society and social communication.
2. The student knows the fundamental ways in which societies work, and the academic contexts of the subject.
3. Students know and understand the functioning mechanisms of social phenomena and subsystems studied by communication and media studies.
4. Students have an overview of the normative systems and the functional practices of the relevant social spheres, i.e. institutions, such as economy, politics, science, arts, morality, religion, language, and law.
5. The student knows the most important aspects of those social, structural, economic, and political processes that determine communication and the media.
6. The student has competent methodological knowledge, understands the inherent possibilities and perspectives of methodological innovation.

Skills

1. Students can orient themselves among the deeper aspects of their field, among the practical problems of society, communication and the media, and among the possible solution methods.
2. Students are able to process new findings in their fields efficiently. They competently utilize printed and digital sources of literature, databases in social sciences and media studies, and the tools to operate them.
3. Students are able to compare and synthesize the most fundamental theories and conceptions of communication in society, to advance rational arguments, and to form and defend their opinions in the course of debates at multiple layers of communication.
4. Relying on their basic theoretical knowledge, students are able to elaborate their work hypotheses that, drawing on the examination of facts, uncover the genuine relations of processes unfolding in areas of social communication. They are able to identify the most suitable empirical method of study, and to conceptualise the processing of information.
5. Students are able to perform thorough and detailed analyses of the facts established during the theoretical and practical aspects of their studies of various layers and scenes of communication, and to identify the connections between the results.
6. In the field of communication and media studies, students are able to form reasonable judgements based on available information, understand the consequences of their positions, and suggest genuine solutions on these grounds.
7. Students are able to competently apply academic terminology in their field, and engage in technical discourse.
8. At the level of practical applicability, students are able to arrive at decisions in deliberative processes relevant to their field (interpersonal, group, public, organizational, cross-cultural, and mass communication).

Attitude

1. Students accept and consistently endorse the intellectual diversity of social sciences, and plausibly represents their conceptual foundations in a range of environments.
2. Students are devoted to the ideas of social equality, of democratic values valid in all walks of life, of the State of Rights and the European value community. They are able to express their opinions in the correct manner.
3. Students are open to all forms of professional innovation, and are receptive, but not uncritically, to practical and methodological innovations.
4. Students are open to critical self-evaluation, to various forms of professional improvement, and to self-advancement methods of intellectuals' world views. They strive to progress in these areas.
5. Students are able to acquire communication skills, to improve them, and to reflect on them.
6. Students are able to consciously and responsibly act in the interest of legal, ethical, and professional norms of their field, of their employer, and of society at large, in all ways of cooperation.
7. Students consciously represent the methods they use in their work, and accept divergences in the methodological norms of other fields.

Independence and responsibility

1. In professional forums of communication and media studies, students take genuine and initiative roles along their accepted conceptions of society.
2. In their own professional environment, students form a historically and politically coherent position that contributes to the improvement and awareness of themselves and their environment.
3. When immersed in a professional work environment, students are able to perform and supervise complex tasks that comply with local norms and expectations.
4. Students organize their work, and of colleagues supervised by them, according to the sovereignty and responsibility corresponding to their position in the institutional structure.
5. In professional and social forums, students present their opinions as sovereign peers, and represent their profession, organization, and work group responsively.
6. Students become autonomous, constructive and assertive both in intra- and extra-institutional forms of cooperation.

Teaching methodology

Lectures, group activities, homework, student presentations in class.

Materials supporting learning

- Az órai jegyzet (az oktató adja közre).
- Kötelező irodalom:
- Cialdini, Robert: Hatás, HVG könyvek, 2009, 2.-6. fejezetek.
- Smith és Mackie: Szociálpszichológia, Osiris, 2004, 3., 5., 6., 7., 8. fejezetek.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése kettő évközi írásbeli részteljesítmény értékelés (1-2. ZH), valamint három házi feladat elkészítése vagy csoportos prezentáció elkészítése. A hallgatók választhatnak a házi feladatok és a csoportos prezentáció közül. Az óra 2x45 perces előadásból és 2x45 perces gyakorlatból áll.

Performance assessment methods

1. Részteljesítmény értékelés (1-2. ZH): a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja zárthelyi dolgozat formájában, a dolgozat alapvetően a megszerzett ismeretek alkalmazására fókuszál, így a problémafelismerést és önálló kritikai elemzést helyezi a középpontba, az értékelés alapjául szolgáló tananyagrészt és a rendelkezésre álló munkaidőt a tantárgy előadója határozza meg. 2. Írásbeli dolgozat beadása és prezentációja. 3. Órai részvétel: legalább az órák 70%-án.

Percentage of performance assessments, conducted during the study period, within the rating

- 1. részteljesítmény értékelés (1. ZH) (kötelező): 35
- 2. részteljesítmény értékelés (2. ZH) (kötelező): 35
- Házi feladatok (kötelezően választható): 30
- Prezentáció (kötelezően választható): 30
- összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	90
Very good	86–90
Good	70–85
Satisfactory	56-69
Pass	40-55
Fail	39

Retake and late completion

Mindkét teljesítményértékelés javítható vagy pótolható a pótlási héten.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	56
félévközi készülés a gyakorlatokra	9
felkészülés a teljesítményértékelésekre	60
házi feladat elkészítése	25
kijelölt írásos tananyag önálló elsajátítása	0
vizsgafelkészülés	0
összesen	150

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 08.05.2023.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

1. A manipuláció fogalmai 2. Az attitűdelmélet és a kommunikációs célok, attitűdök mérése 3. Az attitűdök affektív aspektusa 4. Az attitűdök kognitív aspektusa: (az információk szisztematikus és heurisztikus feldolgozása 5. Az attitűdök konatív aspektusa: kognitív disszonancia és önmeggyőzés, a meggyőzés „önkiszolgáló” módszere 1. ZH 6. Nyelvi eszközök a befolyásolásban 1. 7. Nyelvi eszközök a befolyásolásban 2. 8. Benyomáskialakítás, személyészelelés. A viselkedési motivációk észlelésének szerepe a személyekről kialakított benyomásokban 9. Tekintély és hitelesség, az éthosz, vagyis a személyészelelés szerepe a meggyőzésben 10. A meggyőzési szituációkról általában, a többiek jelenlétének hatásairól. Ellenállása meggyőzéssel szemben 2. ZH

Additional lecturers

Egres Dorottya egyetemi adjunktus egres.dorottya@gtk.bme.hu

Approval and validity of subject requirements