

Eastern Kentucky University

**Encompass**

---

Pedagogicon Poster Gallery

---

2021

## Literature Genre Effects on Memory and Influence

Katelyn McClure

*Eastern Kentucky University*

Hung-Tao Chen

*Eastern Kentucky University, hung-tao.chen@eku.edu*

Megan Thomas

*Eastern Kentucky University, megan\_thomas136@mymail.eku.edu*

Follow this and additional works at: [https://encompass.eku.edu/pedagogicon\\_postergallery](https://encompass.eku.edu/pedagogicon_postergallery)

---

### Recommended Citation

McClure, Katelyn; Chen, Hung-Tao; and Thomas, Megan, "Literature Genre Effects on Memory and Influence" (2021). *Pedagogicon Poster Gallery*. 6.

[https://encompass.eku.edu/pedagogicon\\_postergallery/6](https://encompass.eku.edu/pedagogicon_postergallery/6)

This Book is brought to you for free and open access by Encompass. It has been accepted for inclusion in Pedagogicon Poster Gallery by an authorized administrator of Encompass. For more information, please contact [Linda.Sizemore@eku.edu](mailto:Linda.Sizemore@eku.edu).

## INTRODUCTION

- Different literature genres influence memory recall and influence behavior.
- Some genres may have better memory recall and more influence than others.
- Questions:
  - Which of the three genres (persuasive, narrative, and procedural) has the best memory recall?
  - Which of the three genres produces the most influence?

## METHOD

### Design & Materials (n ≈ 200)

Between-groups design with three conditions: 1.) Persuasive Guide, 2.) Procedural Guide, and 3.) Narrative Story.

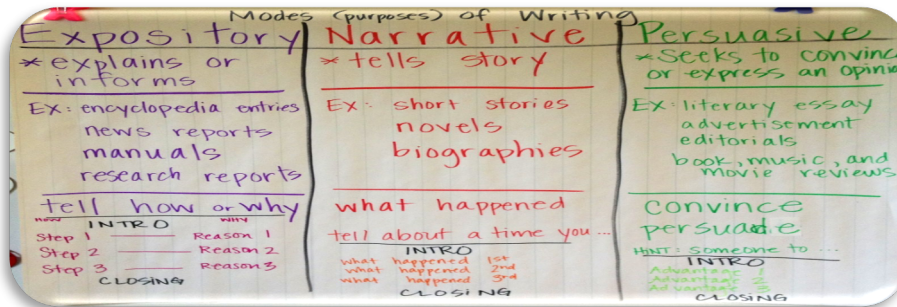
### Procedure

- 1.) Participants are assigned to one of three conditions.
- 2.) Participants fill out a reading engagement and health authorities trust scale.
- 3.) Participants read through their guide.
- 4.) Participants provide demographic information.
- 5.) Participants answer recall questions and rate their willingness to comply with the given suggestion.



## RESULTS

- 1.) There was a significant difference in recall total between the persuasive and narrative conditions for recall total and reading engagement.
- 2.) There were no significant differences between conditions and authority trust and influence.



## REFERENCES

- Thacker, I., Sinatra, G., Muis, K., Danielson, R., Pekrun, R., Winnie, P., & Chevire, M. (2019). Using persuasive refutation texts to prompt attitudinal and conceptual change. *American Psychological Association*.
- Zwaan, R. (1994). Effect of genre expectations on text comprehension. *Journal of Experimental Psychology*, 20(4), 920-933.

