

COMM 2367

Persuasive Communication

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Spring 2017. Online course: carmen.osu.edu.

Office Hours: TBD.

“Speech is a great power, which achieves the most divine works by means of the smallest and least visible form; for it can even put a stop to fear, remove grief, create joy, and increase pity.” (Gorgias, *Encomium of Helen*, 8)

PREREQUISITES

English 110, 111, or equivalent, and sophomore standing. This course fulfills the GEC Second Course in Writing requirement for non-communication majors and fulfills a major requirement for communication majors. (If you are admitted to the School of Communication as a major, or plan to be, you will have to take another course to fulfill the GEC Second Course in Writing requirement.)

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to increase your understanding of persuasive communication, or messages intended to influence people’s attitudes and behaviors. As a second-level writing course, it is also designed to improve your writing and critical thinking skills through an exploration of persuasion as it relates to the American experience.

GEC Course Outcomes

Communication 2367 is a GE second level writing course categorized under 1A: Writing and Related Skills. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

Writing and Related Skills: Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

Expected Learning Outcomes:

- Students apply basic skills in expository writing.
 - COMM 2367 fulfills this GE requirement by presenting opportunities for students to research, explain, and inform an audience through written assignments.
- Students demonstrate critical thinking through written and oral expression.
 - COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.
- Students retrieve and use written information analytically and effectively.
 - COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

Second Writing Course Expected Learning Outcomes:

- Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
 - COMM 2367 fulfills this requirement by scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. As they develop an effective written argument, they learn to read carefully and express their ideas.
- Students further develop basic skills in expository writing and oral expression.

- COMM 2367 fulfills this requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.
- Students develop skills in effective communication and in accessing and using information analytically.
 - COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

Course Objectives

Students who complete this course will also:

- Understand and apply knowledge of persuasion theory and research.
- Analyze persuasive messages in society to become more critical consumers of persuasion.
- Understand the role of ethics in persuasion.
- Observe and critique the effectiveness of persuasive strategies.
- Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved.

REQUIRED MATERIALS

Perloff, R. (2013). *The dynamics of persuasion: Communication and attitudes in the 21st century* (5th ed.). New York: Routledge.

GRADES

This class will use the standard OSU grading scheme:

A	93-100%	A-	90-92.99%	B+	87-89.99%
B	83-86.99%	B-	80-82.99%	C+	77-79.99%
C	73-76.99%	C-	70-72.99%	D+	67-69.99%
D	60-66.99%	E	0-59.99%		

Grade Disputes

Any dispute about a grade must be done within one week of the grade posting. You should compose an email, making clear that you are challenging the grade, with information about the assignment and details (using the rubric and guidelines) of why you feel you should receive a different score. Note that decreased scores, in addition to increased scores, are possible following a grade challenge.

Assignments

The final grade in the class will consist of the following:

Quizzes (13, 2% each)	26%
Discussion posts (13, 1% each)	13%
Discussion summaries (2, 2% each)	4%
Annotated Bibliography	8%
Problem, Solution, Barriers paper	12%
Audience survey response	2%
Audience Analysis paper	12%
Final speech	18%
Final peer review	2%
Final reflection	3%

Detailed explanations of these assignments are provided in a separate document.

COURSE POLICIES

Late Policy

Generally speaking, the structure of this class makes late assignments very problematic. Most assignments build on your previous work. If you must be late, prepare to budget time to get caught up as soon as possible to avoid doing poorly on subsequent work.

Quizzes: Late quizzes are not accepted. You have a full week to complete these and are allowed a second attempt to improve your grade within that period.

Discussion posts: Late discussion posts are accepted up to 48 hours past the deadline for half credit.

Other written assignments: You will receive a specified portion of the grade you would have received for turning it in on time. The penalties are as follows:

Time past deadline	Maximum grade
0-1 hour	95%
1-24 hours	85%
24-48 hours	75%
48-72 hours	50%
> 72 hours	0% (no credit)

In other words, a paper that is just under 24 hours late will first be assessed as if it is not late, then that grade will be multiplied by 85%. A 90% paper would then be entered as a 76.5% in the gradebook ($.9 \times .85 = .765$).

If there are special circumstances that cause you to be unable to complete assigned work, you may contact the instructor to make arrangements. In all cases, the instructor has discretion over whether the situation justifies excusing late work; further, students must provide documentation of the issue (e.g., signed doctor's note). For most assigned work, students have a week or longer to complete the assignment; a single-day problem is insufficient reason for missed deadlines except in the most extreme cases.

Technological Causes Unfortunately, since there is no way to prove technical difficulties, they will never be accepted as a valid excuse for a late assignment. Should you have issues turning something in to Carmen, you should email your assignment by the deadline. You should only do this as a backup and you should continue to try to upload to Carmen (with a comment) after it is emailed.

If an extenuating circumstance comes up and you will be asking for accommodations, you should turn in what you have completed and email the instructor ASAP.

It is important that you back up all your work. Computer issues happen, and having a backup is essential. Again, having computer issues is not a valid excuse for late assignments. It is recommended that you use the university's online file backup: box.osu.edu. This system will automatically backup your work if you synch it to your desktop. This will also allow you to access your work from anywhere should there be an issue with your work while you are away from your main computer.

Discussion and Communication

The following are my expectations for how we should communicate as a class.

- **Writing style:** This course's online format means the best way to assess your understanding is through your writing. With that in mind, it is important for you to take all written assignments seriously. Writing should be in an academic style, which includes citing sources as necessary and supporting opinions with logical arguments.

- **Grammar and clarity:** The use of proper grammar and writing clearly are necessary components of this course. While students may enter the class with different levels of writing skill, these problems can largely be avoided by working carefully and proofreading all submissions.
- **Tone and civility:** This class, in its limited discussions, aims to be a space in which people can feel free to state their points of view respectfully and receive respectful responses (and non-responses) in return. When communicating to the class, please remember that the online context may make it difficult for some classmates to sense the intent behind your statements unless it is clearly written. *Inflammatory, disrespectful, or otherwise inappropriate posts may result in grade penalties and/or academic sanctions.*

Asking questions about the class

When courses are held in-person, many student questions about class policies, assignments, and the like are answered during lectures for everyone to hear. This obviously does not occur in an online course, but students have questions nonetheless. Questions about the course policies, procedures, assignment instructions, etc. should be **posted to designated Carmen discussion boards, not emailed to the instructor.**

As in any course, it is expected that you will need some questions answered throughout the semester. To avoid the need for the instructor to respond individually to each and every one, there are FAQ discussion boards on Carmen designed for questions. All class questions should be asked on the FAQ board rather than emailed to the instructor. In many cases, students will find that their question has already been asked (and answered) on these discussion boards. The instructor will respond to questions within 2 business days, though often sooner. Students are welcome to help their classmates by answering these questions.

The **exceptions** to this procedure are when the questions regard private matters and when they are highly specific to the student's project, in which case students can message the instructor through the Carmen messaging system.

Office Hours

I am available to meet in person to answer class questions, big or small. Students can send messages directly to me via Carmen if the purpose is to schedule an in-person appointment. For office hours, you do not need to warn me that you'll be dropping by; you should assume that I will be there unless I have given advance notice otherwise. Since this is an online course, try to remember to introduce yourself when you see me in person since I may not recognize you.

Technology Assistance

There is no expectation that students in this course are computer experts. However, the online format requires that you are able to perform the necessary tasks online, like using Carmen to turn in assignments, view course information, and view class videos along with external programs for composing your assignments. I will offer limited help to those who reach out with issues early, but there are limits to the amount of time that can be spent on these issues.

Alternately, for help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu

Written Assignments

All written work must be typed and must conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). A portion of the class will be devoted to learning the fundamentals of APA style, but students may not treat ignorance of the guidelines as an excuse for improper formatting.

Unless otherwise noted, assignments must be uploaded to the dropbox no later than 11:59 p.m. on the assigned due date.

Academic Misconduct

Cheating and plagiarism in any form will not be tolerated. The Ohio State University's Code of Student Conduct (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Reasonable Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CHANGING NATURE OF THIS SYLLABUS

The assignments, policies, and readings in this syllabus are subject to change at any time. If this occurs, the changes will be announced and an updated version of the syllabus will be posted to Carmen.

For a quick way to see which version of the syllabus you are looking at, the right side of the footer on the first page of this document includes a date followed by an alphanumeric code (known as a hash) in parentheses. The date represents the day of the most recent change to the syllabus and should be treated as more reliable than the "last modified" date your computer shows you. The alphanumeric hash is given for the rare circumstance in which more than one change is issued on the same day; no two

versions of the syllabus will have the same alphanumeric hash, regardless of the edit date.

Below is a summary of all changes:

- January 9 — First public version
- January 10 — Updated address for disability services
- January 10 — Various schedule updates from Week 4 onward

CALENDAR

Most weeks will follow a regular schedule:

- **Wednesday:** Quiz due, next week's content opens
- **Saturday:** Discussion post due
- **Sunday:** Any additional assignments due

Unless otherwise specified, quizzes, discussion posts, and other assignments are due at 11:59 PM on the date they are due. Note that most weeks do not have an assignment due on Sunday.

If the information on Carmen contradicts this syllabus, treat the information on Carmen as correct.

This schedule provides a broad overview. More details will be available on Carmen, where you will access the lectures and other materials.

Week 1, 1/9 – 1/15: Introduction

Wednesday, 1/11: Week 1 Quiz

Saturday, 1/14: **Intro Survey**

Week 2, 1/16 – 1/22: Academic Research

Topics: APA format, finding sources, reading research articles

Monday, 1/16: Week 1 Discussion

Wednesday, 1/18: Week 2 Quiz

Saturday, 1/21: Week 2 Discussion

Week 3, 1/23 – 1/29: Writing with Research Sources

Topics: In-text citations, quotations, plagiarism

Wednesday, 1/25: Week 3 Quiz

Saturday, 1/28: Week 3 Discussion

Sunday, 1/29: **Annotated Bibliography**

Week 4, 1/30 – 2/5: Defining Persuasion*Topics:* Historical definitions, coercion, propaganda

Wednesday, 2/1: Week 4 Quiz

Saturday, 2/4: Week 4 Discussion

Week 5, 2/6 – 2/12: Defining Attitudes*Topics:* Role of attitudes in persuasion, values, beliefs

Wednesday, 2/8: Week 5 Quiz

Saturday, 2/11: Week 5 Discussion

Week 6, 2/13 – 2/19: Strong Attitudes and Judgment*Topics:* Accessibility, attitude strength, Social Judgment Theory

Wednesday, 2/15: Week 6 Quiz

Saturday, 2/18: Week 6 Discussion

Week 7, 2/20 – 2/26: Attitude Measurement*Topics:* Survey research, questionnaire design, public polls in society

Wednesday, 2/22: Week 7 Quiz

Saturday, 2/25: Week 7 Discussion — Survey Questions

Sunday, 2/26: **Problem, Solution, Barriers Paper****Week 8, 2/27 – 3/5: Attitudes and Behavior***Topics:* Efficacy, norms, Theory of Planned Behavior

Wednesday, 3/1: Week 8 Quiz

Saturday, 3/4: Week 8 Discussion

Sunday, 3/5: **Discussion Summary 1****Week 9, 3/6 – 3/12: Message Processing 1***Topics:* Motivation, ability, Elaboration Likelihood Model (ELM)

Wednesday, 3/8: Week 9 Quiz

Saturday, 3/11: Week 9 Discussion

Sunday, 3/12: **Survey Responses****Week of 3/13 – 3/19: Spring Break***No assignments, lectures, or readings*

Week 10, 3/20 – 3/26: Message Processing 2

Topics: Emotional appeals, Extended Parallel Processing Model (EPPM)

Survey reports made available

Wednesday, 3/22: Week 10 Quiz

Saturday, 3/25: Week 10 Discussion

Week 11, 3/27 – 4/2: Persuasion Campaigns: Health

Topics: Communicating health messages, Stages of Change, campaign design

Wednesday, 3/29: Week 11 Quiz

Saturday, 4/1: Week 11 Discussion

Sunday, 4/2: **Discussion Summary 2**

Week 12, 4/3 – 4/9: Persuasion Campaigns: Politics

Topics: Political ads, elections, data-driven campaigning

Wednesday, 4/5: Week 12 Quiz

Saturday, 4/8: Week 12 Discussion

Sunday, 4/9: **Audience Analysis Paper**

Week 13, 4/10 – 4/16: Persuasion and Presentations

Topics: Microsoft PowerPoint, presentation styles, best practices

Wednesday, 4/12: Week 13 Quiz

Saturday, 4/15: Week 13 Discussion

Week 14, 4/17 – 4/23: Final assignment prep**Week 15, 4/24 – 4/30**

Monday, 4/24: **Final Speech Manuscript and Video**

Week 16, 5/1 – 5/7

Tuesday, 5/2: **Peer Review and Final Reflection**

ACKNOWLEDGMENTS

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