

# Persuasive Communication

## Fall 2012

**MW 2:00-3:15 Section 103**

**INSTRUCTOR:** Dr. Barbara J. Tarter (tarterb@marshall.edu)

**Classroom:** Smith Hall 263

**Main Office:** Smith Hall 257 (304) 696-6786

**Personal Office:** Smith Hall 271 Phone: (304) 696-2700

### Classes, Office Hours, and Other Commitments:

Time	Monday	Tuesday	Wednesday	Thursday
10:00-11:00				
11:00-12:00				
12:00-1:00			<b>Office</b> 12:00-1:00 May have faculty meeting in main office	<b>Group Communication</b> <b>12:30-1:45</b> 315 Room: SH 261
1:00-2:00	<b>Office</b>	<b>Group Communication</b> <b>12:30-1:45</b> 315 Room: SH 261		
2:00-3:00	<b>Persuasion 308</b> 2:00-3:15 Room: SH 263	<b>First Year Seminar</b> 2:00-3:15 Room: SH 263	<b>Persuasion 308</b> 2:00-3:15 Room: SH 263	<b>First Year Seminar</b> 2:00-3:15 Room: SH 263
3:00-4:00				
4:00-5:00		<b>Office</b> <b>3:15-4:30</b>		<b>Office</b> <b>3:15-5:00</b> * The Faculty Senate will meet on September 27, 2012, October 18, 2012, November 15, 2012, December 13, 2012 at 4:00 p.m. in Room BE5 in the Memorial Student Center:
5:00-6:00				
6:00-7:00	<b>Office</b> <b>6:00-9:00</b>			
7:00-8:00		<b>Tri-State Literacy Tutor</b> Cabell County Library 6:30-8:30		
8:00-9:00				

**Course Description:** Introduction to the understanding, practice and analysis of persuasion. Behavioral and rhetorical theories of persuasion will be examined and applied to contemporary persuasive communications. (PR: CMM 103, 104H, 207, 305 or YGS 161) (3 credit hours)

**Textbook:** Borchers, T.A. (2005) Persuasion in the media age, 2<sup>nd</sup> edition. New York: McGraw Hill.

The Textbook may be ordered online at the Marshall University Bookstore  
[http://www.marshall.edu/msc/MU\\_Bookstore/mu\\_bookstore.html](http://www.marshall.edu/msc/MU_Bookstore/mu_bookstore.html)

## COURSE OBJECTIVES

### Degree Profile Outcomes

1. Knowledge: Specialized Knowledge
2. Knowledge: Broad Integrative Knowledge
3. Intellectual Skills: Analytic Inquiry
4. Intellectual Skills: Use of information resources
5. Intellectual Skills: Engaging diverse perspectives
6. Intellectual Skills: Quantitative fluency
7. Intellectual Skills: Communication fluency
8. Applied Learning
9. Civic Learning

### Program Student Learning Outcomes

1. Understand the basic concepts associated with the primary theories of communication.
2. Write a clear, concise, and reasoned paper on topics dealing with the concepts of communication.
3. Understand the research literature underlying the discipline of communication.
4. Demonstrate speaking competencies by composing a message and providing ideas and information suitable to the theory and audience.
5. Basic understanding of the nature of scientific inquiry, as applied to human behavior.
6. Familiarity with the four research methods commonly used to study human communication behaviors.
7. Greater skill in analytical thinking and writing.
8. Demonstrate "sense-making," the ability to apply knowledge to lived experience.

### Relationships among Course, Program, and Degree Profile Outcomes

Course Outcomes Students will . . .	How Accomplished in this Course	How Evaluated in this Course	Program Outcomes	Degree Profile Outcomes
Explore the effect of different communication mediums on persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Campaign Presentation; Artifact Analysis; Campaign Analyses</i>	1,3,7	2, 3,8
Analyze the effect of the media and other persuasive forms on our thoughts, attitudes, beliefs and values.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Campaign Presentation; Campaign Analyses</i>	1,3,5,7,8	1,2,3,4,5,8
Increase the ability to critically examine persuasive messages.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9

Explore the ethical and unethical use of persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Campaign Presentation; Campaign Analyses</i>	1,2,3,4,5,7,8	2,3,4,5,6,9
Examine the use of language, visual images and other strategies of persuasion as they affect our perceptions	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Campaign Presentation; Artifact Analysis; Campaign Analyses</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9
Demonstrate the ability to successfully develop a persuasive campaign using the theories of persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Campaign Presentation; Campaign Analyses</i>	1,2,3,4,6,7,8	1,2,3,4,5,6,7,8,9
Demonstrate an appropriate understanding of the impact of different motivational appeals on specific audiences.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Campaign Presentation; Campaign Analyses</i>	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9
Accurately apply persuasive theories to specific artifacts.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,3,4,5,6,7	1,2,3,4,5,7,8
Recognize the impact of persuasive messages on our perceptions of the culture, government, ethics, beauty, and other elements of everyday life.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,2,3,4,5,7	1,2,3,4,5,7,8

### CLASS ASSIGNMENTS

**DUE DATES:** Assignments are due by midnight of the due date. You should receive an acknowledgement within 48 hours of when the assignment is received, unless it arrives over a weekend and then it may be a little longer. Please make sure that all assignments are sent to [tarterb@marshall.edu](mailto:tarterb@marshall.edu) or put in my mailbox in 257 Smith Hall.

**LATE ASSIGNMENTS:** The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. Assignments will not be accepted more than one class period late without special permission from the instructor.

**COPIES OF ASSIGNMENTS:** It is a good college practice to always keep copies of your work, both before and after grading, in case the assignment is accidentally misplaced by the instructor. Sorry, we make mistakes too!☺

**ATTENDANCE:** Attendance is **required** for the course. A student that misses more than two unexcused absence\* **may** start to lose a percentage of their final grade according to the following scale:

3 Unexcused Absences may result in one entire final grade reduction

4 Unexcused Absences may result in two entire final grade reductions

5 Unexcused Absences may result in three entire final grade reductions

A student that acquires 6 unexcused absences or that misses the equivalent of three weeks of the class will receive a failing grade for the course.

\*Please see the university catalog for the definition of excused and unexcused absences.

**STUDENTS with DISABILITIES:** Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

### CLASSROOM RESPECT

**Late Arrivals:** Given the nature of the class, it is important that you arrive to class on time. Late arrivals can significantly distract the speaker resulting in an unfair grade for their performance. If you must arrive late during a performance day, please wait until the speaker has sat down before entering the classroom.

**Cell Phones:** Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

**Text Messaging:** Please refrain from texting others during class time. This is extremely distracting and disrespectful to the instructor and to other speakers who expect your attention.

**Laptops:** Feel free to bring a laptop to take notes during class BUT other uses of the computer such as e-mailing friends, gaming, or surfing the WEB for unrelated class material, may result in class dismissal.

### ACADEMIC DISHONESTY

**Plagiarism:** Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

### OTHER UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Students with Disabilities | Affirmative Action | Computing Services Acceptable Use | Dead Week| Excused Absences (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert |Academic Dismissal| Academic Forgiveness | Academic Probation and Suspension| Academic Rights and Responsibilities of Students| Sexual Harassment

This is the only physical or hard-copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.

## TENTATIVE CLASS SCHEDULE\*

	<b>Discussion</b>	<b>Assignment—Please read the assignment before the class.</b>
<b>August 27, 2012</b>	Introduction to the course and to the Definition of Persuasion in the Media Age	<b>Chapter One-Borchers</b>
<b>August 29, 2012</b>	“Persuasion – What’s the Difference?-- Today and Yesterday”	Solar Flare – See Blackboard
<b>September 3, 2012</b>	<b>Labor Day - University Closed</b>	
<b>September 5, 2012</b>	“What’s In a Theory?”	<b>Chapter Two-Borchers</b> <b>Assignment Due:</b> Campaign Description
<b>September 10, 2012</b>	“Applying Theory to ‘Real Life’”	
<b>September 12, 2012</b>	“An Ethical Look at Persuasion” Persuasion and Ethics in the Media Age	<b>Chapter Three-Borchers</b>
<b>September 17, 2012</b>	“Adapting to an Audience” Audiences and Attitudes	<b>Assignment Due:</b> VALS Survey – Page 147 <b>Chapter Five-Borchers</b>
<b>September 19, 2012</b>	“Who’s in Power?” Media Influences on Persuasion	<b>Chapter Four-Borchers</b>
<b>September 24, 2012</b>	“Wag the Dog”	<b>Assignment Due:</b> Persuasive Artifacts
<b>September 26, 2012</b>	“Wag the Dog” The Media’s Role in the Perception of War	
<b>October 1, 2012</b>	Propaganda - US v. Germany (WWII)	See Blackboard
<b>October 3, 2012</b>	“A picture is worth a thousand words” Persuasion and Visual Images	<b>Chapter Six-Borchers</b>
<b>October 8, 2012</b>	“The Power of the Word” Persuasion and Language	<b>Chapter Seven-Borchers</b> <b>Assignment Due:</b> Campaign Analysis #1
<b>October 10, 2012</b>	“How does culture affect persuasion?” Persuasion and Culture	<b>Chapter Eight-Borchers</b>
<b>October 15, 2012</b>	Culture Continued	

<b>October 17, 2012</b>	“He Said, She Said” The Persuasiveness of the Source	<b>Chapter Nine-Borchers</b>
<b>October 22, 2012</b>	Midterm Exam	<b>MIDTERM</b>
<b>October 24, 2012</b>	“Evidence demands a Verdict” The Reasoning Process	<b>Chapter Ten-Borchers</b> See Blackboard
<b>October 29, 2012</b>	“Introduction to a Persuasive Resume” Interpersonal Persuasion	<b>Assignment:</b> Bring a copy of a job that you would like to obtain, job history, old resume, and unofficial academic transcript  <b>Chapter Fourteen-Borchers</b>
<b>October 31, 2012</b>	Interviewing and Persuasion	
<b>November 5, 2012</b>	“Why Get Emotional” Motivational Appeals	<b>Chapter Eleven-Borchers</b>  <b>Assignment Due:</b> Campaign Analysis #2
<b>November 7, 2012</b>	“They’ve Got You” Chapter 13 – Advertising	<b>Chapter Thirteen-Borchers</b> See Blackboard
<b>November 12, 2012</b>	“Let’s Get Started” Creating Persuasive Presentations	<b>Chapter Fifteen-Borchers</b>
<b>November 14, 2012</b>	Persuasive Campaign Presentations	<b>Assignment Due:</b> Job Description, Cover Letter, Functional Resume
<b>November 18-24, 2012</b>	<b>Thanksgiving Break– No Classes</b>	
<b>November 26, 2012</b>	Persuasive Campaign Presentations	
<b>November 28, 2012</b>	Persuasive Campaign Presentations	
<b>December 3, 2012</b>	Persuasive Campaign Presentations	
<b>December 5, 2012</b>	Persuasive Campaign Presentations	
<b>December 10, 2012</b>	Persuasive Campaign Presentations	
<b>Final Exam –December 17, 2012 (Monday)</b>	In the Classroom from 12:45-2:45	<b>Final Exam –</b> Same Format as the Midterm

*\*The syllabus is subject to change based on the needs of the class and the instructor.*

## COURSE REQUIREMENTS

Many assignments will include on-line rubrics that will be used to determine your grade. A review of these rubrics should improve your performance on each assignment.

**Campaign Description-**The decision that you will make regarding your campaign will affect almost one half of your grade, so it should not be determined without sufficient thought. The development of your campaign will follow the textbook and much of the class discussion. The campaign may be for the sale of a product or service that you have often thought would be successful; for an existing product or service that you believe is not well promoted; for a political office that you or someone you would like to promote should hold; or for a change in policy that you believe should exist at the university, state or federal level. The description should be no more than a page in length and clearly describe your objectives for the campaign. What is it that you hope to accomplish? Who is your audience? What do you hope to persuade them to do? **(NO Grade)**

**Persuasive Artifacts –** The purpose of this assignment is to determine the prevalence of persuasive communication theory in the variety of artifacts that we encounter every day. Students should attempt to find artifacts that specifically illustrate the following theories. The theory should be briefly explained, the artifact offered and then a connection made between the theory and the artifact chosen. Artifacts may include any type of persuasive message to include such things as billboards, newspaper stories, public speeches, magazine advertisements, pop-up advertisements, television commercials, etc. Students should provide as much information as possible for each artifact; non-print artifacts may be described in detail.

	Theory Definition	Artifact	Medium (Print, Oral, Electronic, Hypermedia)	Rationale for Choosing this Artifact –How does this artifact illustrate the theory?
	<b>Aristotle Inductive Reasoning</b>			
	<b>Aristotle Deductive Reasoning</b>			
	<b>Aristotle – Ethos/Pathos/Logos</b>			
	<b>Cognitive Dissonance Theory</b>			
	<b>Problematic Integration Theory</b>			
	<b>Elaboration Likelihood Model</b>			
	<b>Symbolic Convergence Theory</b>			
	<b>Uses and Gratification Research</b>			
	<b>Cultivation Analysis</b>			
	<b>Agenda-Setting Theory</b>			
	<b>Semiotics</b>			

The assignment will be graded based on the following criteria: 1) clear understanding of the specific theory, 2) appropriate choice of an artifact to represent the theory, 3) strong rationale for connecting the theory to the artifact chosen, 4) correct identification of medium, 5) a variety of artifacts chosen so that all of the examples are not primarily found in one medium, and 6) a lack of typographical and grammatical errors.

**(15% of final grade)**

**Midterm & Final Exam:** Exams will consist of twenty essay questions given in advance. The questions will primarily involve critical thinking and applying theory to “real life” situations. On the day of the exam, twelve questions will be drawn and students will answer ten of the twelve.

**(2 @ 20% of final grade)**

**Campaign Analysis 1-** Analysis One should answer the following questions in an 8-10 page paper.

<b>Questions to Consider</b>	<b>Chapter</b>
Who is your audience for this campaign? What are their general characteristics?	1
What are your campaign objectives?	1
Which theories are directly applicable to your campaign? Explain.	2
Which ethical challenges might you encounter with your campaign? How will you handle these?	3
How will you use media channels?	4
How will you use an audience analysis to create your message?	5
What tools will you specifically use to determine the attitudes of your audience toward your candidate, product or service?	5
How will you strengthen, modify or change the attitudes of your audience?	5
Which VALS types will you primarily focus your campaign?	5
What visual image will you use to persuade your audience? How will these selected images persuade your audience?	6
Develop an effective logo for your campaign. What makes it particularly effective?	6
How will you use language to persuade your language? Give examples of the types of language that you will use.	7
How will you use symbols, naming and framing to create a social reality for your audience?	7
Develop at least one effective slogan for your campaign.	7

**(15% of final grade)**

**Campaign Analysis 2-** Analysis Two should answer the following questions in an 8-10 page paper.

<b>Questions to Consider</b>	<b>Chapter</b>
How will you develop BUZZ for your campaign?	8
Which cultural beliefs will most influence your campaign?	9
How will you enhance the image of your candidate, service or product?	9
Choose an effective spokesperson for your campaign. What variables did you use to make your decision?	9
What suggestions would you give your spokesperson to increase a positive impression management?	9
List three powerful arguments that you will make in your campaign. How might you apply Toulmin's model of reasoning to these arguments?	10
Which emotional appeals will you use in your campaign?	11
Which of Rokeach's (1968) terminal and instrumental values will be the most important to your campaign?	11
Suggest a slogan or song for your campaign.	12
How might you use cross-promotion in your campaign?	13
How will you use relationship marketing in your campaign?	13
How will you gain your audience's attention in your in-class presentation? How will you organize your presentation?	15
Which nonverbal cues will be particularly important to an effective presentation?	15
Which strategic decisions will you make regarding opposing positions or alternative products/services in your campaign?	15
What do you believe will make your campaign the most persuasive?	ALL

**(15% of final grade)**



**Cover Letter/Resume:** This assignment is to give you the background for developing an effective resume and cover letter. Specifically, the resume and cover letter should reflect the specific audience, enhance your image management, utilize motivational arguments that would persuade your audience, and integrate logical reasoning where appropriate.

**(10% of final grade)**

**Persuasive Campaign:** Students will develop a marketing plan aimed at developing a product, service, or other persuasive message that will require the audience to "take action". The persuasive campaign will include an oral presentation that will last fifteen (15) to twenty (20) minutes and should consider the audience, the marketing plan, effective visual aids, and the most effective persuasive arguments for the particular audience.

The criteria for evaluating the final presentation will include the following: 1) clear organizational structure, 2) presentation effectiveness as it relates to the insight into the overall persuasive process, 3) visual aids where appropriate, 4) inclusion of persuasive theory where appropriate, 5) completeness of the campaign, 6) ability to follow the instructions for the specific assignment, 7) quality of any handouts, 8) quality of the persuasive delivery, 9) the originality of the presentation, and 10) the overall effectiveness of the presentation.

**(15% of final grade)**

### Assignment

	<b>Percent</b>	<b>Due Date</b>	<b>Grade</b>
<b>Campaign Description</b>	---	September 5	---
<b>VALS Survey</b>	---	September 17	--
<b>Persuasive Artifacts</b>	<b>15%</b>	September 24	
<b>Campaign Analysis 1</b>	<b>15%</b>	October 3	
<b>Midterm Exam</b>	<b>15%</b>	October 17	
<b>Job Description, Old Resume, Unofficial Transcript, etc.</b>	---	October 24	---
<b>Campaign Analysis 2</b>	<b>15%</b>	October 31	
<b>Cover Letter/Resume</b>	<b>10%</b>	November 14	
<b>Persuasive Campaign Presentations</b>	<b>15%</b>	November 26-December 10	
<b>Final Exam</b>	<b>15%</b>	December 17	
<b>TOTAL:</b>	<b>100%</b>		