**Persuasive Communication**

**Spring 2013**

**MWF 1:00-1:50 Section 201**

**Instructor:** Dr. Jill C. Underhill

**Classroom:** Smith Hall 261

**Main Office:** Smith Hall 257

**Personal Office:** Smith Hall 250

**E-mail underhillj@marshall.edu**

**Office Hours**: Mondays: 10:00 - 10:50, 12:00 - 12:50, 2:00 - 3:30

Wednesdays: 10:00 - 10:50, 12:00 - 12:50, 2:00 - 3:30

Thursdays: 1:30 – 3:30

Fridays: 10:00 - 10:50, 12:00 - 12:50

**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, 2nd edition. New York: McGraw Hill.

**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**

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| **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. | *Textbook; Class Discussions; Exercises* | *Exams; Campaign Presentation; Artifact Analysis; Campaign Analyses* | 1,3,7 | 2, 3,8 |
| Analyze the effect of the media and other persuasive forms on our thoughts, attitudes, beliefs and values. | *Textbook; Class Discussions; Exercises* | *Exams; Campaign Presentation; Campaign Analyses* | 1,3,5,7,8 | 1,2,3,4,5,8 |
| Increase the ability to critically examine persuasive messages. | *Textbook; Class Discussions; Exercises* | *Exams; Artifact Analysis* | 1,2,3,4,5,7,8 | 1,2,3,4,5,7,8,9 |
| Explore the ethical and unethical use of persuasion. | *Textbook; Class Discussions; Exercises* | *Exams; Campaign Presentation; Campaign Analyses* | 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 | *Textbook; Class Discussions; Exercises* | *Exams; Campaign Presentation; Artifact Analysis; Campaign Analyses* | 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. | *Textbook; Class Discussions; Exercises* | *Campaign Presentation; Campaign Analyses* | 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. | *Textbook; Class Discussions; Exercises* | *Exams; Campaign Presentation; Campaign Analyses* | 1,2,3,4,5,6,7,8 | 1,2,3,4,5,7,8,9 |
| Accurately apply persuasive theories to specific artifacts. | *Textbook; Class Discussions; Exercises* | *Exams; Artifact Analysis* | 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. | *Textbook; Class Discussions; Exercises* | *Exams; Artifact Analysis* | 1,2,3,4,5,7 | 1,2,3,4,5,7,8 |

**CLASS POLICIES**

**CONTACTING INSTRUCTOR**: If we cannot chat face-to-face, I prefer e-mail to telephone calls. E-mail should be used to set up appointments and ask short questions. All inquiries about assignments and exams should be asked no later than 5 p.m. the night before the exam or before the assignment is due. I will generally respond to your inquiry in one business day. If I do not respond within 24 hours, please re-send your e-mail.

**DUE DATES:** Assignments are due by 11:59 pm of the due date via the dropbox function on Blackboard. Please do not submit any hard copies of assignments unless explicitly asked by the instructor.

**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. For every day that the assignment is late without the instructor’s approval, the assignment grade will drop 20%. The assignment will not be accepted later than 5 days after it is due.

**GRADE INQUIRES**: All grades will be recorded on Blackboard and can be viewed by the students throughout the semester. All questions about graded assignments, quizzes, or exams must be brought to the instructor within two weeks of the day the grade is posted. We will schedule an appointment to discuss the grade outside of class time.

**ATTENDANCE**: Attendance is mandatory for this course and will be taken at each session. You are allowed 3 personal days during the semester (on days that do not include your oral presentation or a major grading event, such as an exam; these days should be banked in case of minor illness or commitments that cannot be rescheduled. The three absences do not include major illnesses that require hospitalization or medical care or university-sponsored events. You do not need to contact me to tell me you are using one of your three absences). After the three absences (a week’s worth of class), you will lose -10 points off your total grade for each additional absence.

Also, you need to be to class on time. Being late twice is the equivalent to one unexcused absence. It is your responsibility to make sure that you are counted as attending if you come to class after attendance is taken. See me after class to change your attendance status if you arrive late.

You must attend the sessions you are scheduled to present or take exams. If you miss an exam day, you must have an excused absence to reschedule. Excused absences must be documented to the Dean of Students. Please feel free to check in with me about your attendance at any point in the semester.

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**

**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. The only case when the use of cell phones in class is acceptable is an emergency that requires you to dial 911 or campus police. Please refrain from texting during class time. This is extremely distracting and disrespectful to the instructor and to other speakers who expect your attention. **The first time you use your cell phone in class, I will ask you to put it away. Thereafter, I will confiscate the phone and you will be required to make an appointment later in the day or the following day to talk about your inappropriate cell phone use and retrieve your phone at my office.**

**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>

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

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| 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\***

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|  | **Discussion** | **Assignment- Please read the assignment before the class.** |
| Monday,  January 14 | Introduction to the course  Definition of Persuasion |  |
| Wednesday, January 16 | Persuasion in the Media Age | **Chapter One-Borchers**  **Reading Quiz- Chapter 1** |
| Friday,  January 18 | “What’s In a Theory?” | **Chapter Two-Borchers**  **Reading Quiz- Chapter 2** |
| Monday,  January 21 | **MLK Jr. Day - University Closed** | |
| Wednesday,  January 23 | Theories of Persuasion (continued) |  |
| Friday,  January 25 | “An Ethical Look at Persuasion” | **Chapter Three-Borchers**  **Reading Quiz- Chapter 3** |
| Monday,  January 28 | Media Influences on Persuasion  “Who’s in Power?” | **Chapter Four-Borchers**  **Reading Quiz- Chapter 4** |
| Wednesday,  January 30 | Audiences and Attitudes | **Chapter Five-Borchers**  **Reading Quiz- Chapter 5** |
| Friday,  February 1 | “Adapting to an Audience”  **Review for Exam 1** |  |
| Monday,  February 4 | **EXAM 1** |  |
| Wednesday,  February 6 | Persuasion and Visual Images | **Chapter Six-Borchers**  **Reading Quiz- Chapter 6** |
| Friday,  February 8 | Persuasion and Visual Images (continued) |  |
| Monday,  February 11 | Persuasion and Language | **Chapter Seven-Borchers**  **Reading Quiz- Chapter 7** |
| Wednesday,  February 13 | Persuasion and Culture | **Chapter Eight-Borchers**  **Reading Quiz- Chapter 8** |
| Friday,  February 15 | Persuasion and Culture (continued) |  |
| Monday,  February 18 | The Persuasiveness of the Source | **Chapter Nine-Borchers**  **Reading Quiz- Chapter 9** |
| Wednesday,  February 20 | The Persuasiveness of the Source (continued) |  |
| Friday,  February 22 | The Reasoning Process | **Chapter Ten-Borchers**  **Reading Quiz- Chapter 10** |
| Monday,  February 25 | The Reasoning Process (continued) |  |
| Wednesday,  February 27 | Review for Exam 2 |  |
| Friday,  March 1 | **EXAM 2** |  |
| Monday,  March 4 | Assign Persuasive Campaign Proposal |  |
| Wednesday,  March 6 | Motivational Appeals | **Chapter Eleven-Borchers**  **Reading Quiz- Chapter 11** |
| Friday,  March 8 | Motivational Appeals (continued) |  |
| Monday,  March 11 | Motivational Appeals (continued) |  |
| Wednesday,  March 13 | Interpersonal Persuasion | **Chapter Fourteen-Borchers**  **Reading Quiz- Chapter 14** |
| Friday,  March 15 | Interpersonal Persuasion (continued) | **ISSUE BACKGROUND ESSAY DUE** |
| M 18 – F 22 | **Spring Break – No Classes** |  |
| Monday,  March 25 | Persuasive Campaigns & Movements | **Chapter Twelve- Borchers**  **Reading Quiz- Chapter 12** |
| Wednesday,  March 27 | Persuasive Campaigns & Movements  (continued) |  |
| Friday,  March 29 | Persuasive Campaigns & Movements  (continued) | **AUDIENCE SEGMENTATION & ANALYSIS DUE** |
| Monday,  April 1 | Campaign Analysis |  |
| Wednesday,  April 3 | No Class- Assessment Day |  |
| Friday,  April 5 | Campaign Analysis |  |
| Monday,  April 8 | Chapter 13 – Advertising | **Chapter Thirteen-Borchers**  **Reading Quiz- Chapter 13** |
| Wednesday,  April 10 | Advertising (continued) |  |
| Friday,  April 12 | Advertising (continued) | **ESTABLISHING CAMPAIGN OBJECTIVES DUE** |
| Monday,  April 15 | Creating Persuasive Presentations | **Chapter Fifteen-Borchers**  **Reading Quiz- Chapter 15** |
| Wednesday,  April 17 | Creating Presentations (continued) |  |
| Friday,  April 19 | Creating Presentations (continued) |  |
| Monday,  April 22 | Workshop Day |  |
| Wednesday,  April 24 | Group Presentations |  |
| Friday,  April 26 | Group Presentations |  |
| Monday,  April 29 | Group Presentations |  |
| Wednesday,  May 1 | Group Presentations |  |
| Friday,  May 3 | Review for Final Exam |  |
| **Final Exam – Friday, May 10 from 12:45 – 2:45 in our regular classroom.** | | |

***\*The syllabus is subject to change based on the needs of the class and the instructor. Students will be notified of updates to the syllabus posted on Blackboard via e-mail.***

**COURSE REQUIREMENTS**

All assignment guidelines will be posted on Blackboard (MU Online). Guidelines will include instructions and rubrics that will be used to determine your grade. A review of these instructions and rubrics will improve your performance on each assignment.

**Reading Quizzes-** There will be a five-question (true/false, multiple choice) reading quiz at the start of each chapter. Each quiz will last approximately 10 minutes. The dates for each quiz are noted on the syllabus. Students are allowed to use one double-sided sheet of notes for each quiz. Students will hand in their notes, which will be reviewed and returned with the quiz. Each quiz will happen at the beginning of the designated class period. Students who arrive during the quiz will have the remaining time to take the quiz. Students who arrive after the quiz or have an unexcused absence will not be able to make-up the quiz. Students should save the reading quizzes and use them to study for exams.

**Exams:** There will be 3 exams in this course. The first exam will cover chapters 1-5, the second exam will cover chapters 6-10, and the final exam will be comprehensive, with a focus on chapters 11-15. Exams will consist of true/false, multiple choice, and matching questions. The exams will be closed book and closed notes. Please bring a No. 2 pencil to the exams.

**Persuasive Campaign Proposal:** The major assignment for the class will be to propose a communication campaign for the Marshall campus. This intervention will be targeted toward a segment of the university community, and can focus on a relevant promotion or prevention topic related to financial literacy. Students will work in small groups to accomplish this assignment. Groups will be determined by attendance and performance in the course, such that students who attend regularly and have performed well in the course will be grouped together. The campaign proposal contains five elements: defining the issue, audience segmentation and analysis, establishing campaign objectives, designing messaging, and creating communication strategy. The persuasive campaign proposal will include an oral presentation that will last twenty (20) minutes and should consider the audience, the marketing plan, effective visual aids, and the most effective persuasive arguments for the particular audience. Guidelines and rubrics for all elements of the persuasive campaign proposal will be available on Blackboard.

**Assignments**

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|  | **Points** | **Due Date** |
| **Reading Quizzes** | **10 points each**  **15 quizzes =**  **150 points** | See course schedule for date of each reading quiz. |
| **Exams** | **50 points each**  **3 Exams =**  **150 points** | Exam 1 = February 4  Exam 2 = March 1  Exam 3 = May 10 |
| **Group Persuasive Campaign Proposal** | | |
| **Issue Background Essay** | **50 points** | March 15 |
| **Audience Segmentation & Analysis** | **25 points** | March 29 |
| **Establishing Campaign Objectives** | **25 points** | April 12 |
| **Message Design & Campaign Strategy** | **50 points** | Due at Presentation  April 24 – May 1 |
| **Campaign Presentation** | **100 points** | April 24 – May 1 |
| **Group Member Evaluation** | **50 points** | May 3 |
| **TOTAL:** | **600 points** |  |