

## Persuasive Communication On-Line Course (Fall 2014)

**Persuasive Communication – 1907- CMM 308 – 104**

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

**Classroom:** **On-Line Course**

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

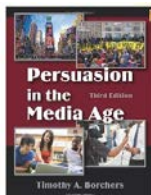
**Personal Office:** Smith Hall 271 Phone: (304) 696-2700

### Office Hours\*\*

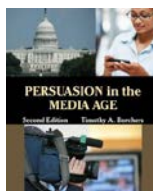
TIME	Monday	Tuesday	Wednesday	Thursday
12:00-1:00	<b>Faculty Senate Executive Committee</b> (9/15; 10/13; 11/10; 12/1)		<b>Office Hours 12:00-1:00</b> (May have faculty meeting or Huntington City Mission Meeting)	
1:00-2:00	<b>Office Hours 1:00-2:00</b>	<b>Office Hours 1:00-2:00</b>	<b>Office Hours 1:00-2:00</b>	
2:00-3:00	<b>Persuasion 2:00-3:15 (Smith 261)</b>	<b>First Year Seminar 2:00-3:15 (Smith 263)</b>	<b>Persuasion 2:00-3:15 (Smith 261)</b>	<b>First Year Seminar 2:00-3:15 (Smith 263)</b>
3:00-4:00	<b>Office Hours 3:15-4:45</b>	<b>Office Hours 3:15-4:15</b>	<b>Office Hours 3:15-4:15</b>	<b>Office Hours 3:15-5:15</b> Except for Faculty Senate Days (9/25; 10/23; 11/29; 12/11)
4:00-5:00				
6:00-6:30	<b>Office Hours 6:00-6:30</b>			
6:30-7:00	<b>Grant-Writing-Graduate Class 6:30-9:00 (Smith 261)</b>	<b>Tri-State Literacy Tutor (6:30-8:30)</b>		
7:00-8:00				
8:00-9:00				

\*\*If the current office hours do not meet your needs, please let me know and additional times can be made available.

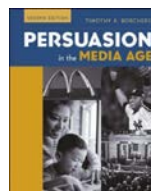
**Course Description:** Introduction to the understanding, practice and analysis of persuasion. Behavioral and rhetorical theories of persuasion will be examined and applied to contemporary persuasive communications. (PR: CMM 103, 104H, 207, 305 or YGS 161) (3 credit hours)



**Not**



**Not**



**Textbook:** Please note that these textbooks are very different from each other; the third edition seems to be a total rewrite of earlier versions.

Borchers, T.A. (2013) *Persuasion in the Media Age*, **3rd edition**. Illinois: Waveland Press, Inc. ISBN-10: 157766826X | ISBN-13: 978-1577668268



Other materials needed for the course include:

Access or purchase of the movie *Wag the Dog* starring Dustin Hoffman, Willie Nelson, Woody Harrelson, and Robert De Niro (1998)—the video can be purchased from Wal-Mart for around \$5.00 - \$7.00.

The Textbooks 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)

### **Objectives/Expectations:**

Number of hours per week required to successfully complete the course.

Online:   3-4   hours per week

Offline:   4-6   hours per week

### **Computer Requirements:**

Requirements for a MUOnline course, Hardware/Software Check, and Plugins may be found at  
[http://www.marshall.edu/muonline/computer\\_requirements.asp](http://www.marshall.edu/muonline/computer_requirements.asp)

Service Desk – for assistance needs

<http://www.marshall.edu/ucs/cs/helpdesk/>

FAQ – Frequently Asked Questions

<http://www.marshall.edu/muonline/technicalfaq.asp>

## **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>UNIT Exams; Artifact Analysis; Solar Flare Paper</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>UNIT Exams; Solar Flare Paper, Resume/Cover Letter Development</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>UNIT Exams; Artifact Analysis; Discussion Questions</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>UNIT Exams; Discussion Questions</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>UNIT Exams; Artifact Analysis; Resume/Cover Letter Development; Discussion Questions</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9
Demonstrate an appropriate understanding of the impact of different motivational appeals on specific audiences.	<i>Textbook; Class Discussions; Exercises</i>	<i>UNIT Exams; VALS Assignment; Resume/Cover Letter Development</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>UNIT 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>UNIT Exams; Discussion Questions</i>	1,2,3,4,5,7	1,2,3,4,5,7,8

## CLASS ASSIGNMENTS

**DUE DATES:** Assignments may be completed in advance of the due date, but the assignments **will not** be accepted after the due date. All assignments should be submitted through Blackboard. Please keep up with the semester, as it will go very fast. Late assignments will simply receive a grade of "0".

**COPIES OF ASSIGNMENTS:** It is a good college practice to always keep copies of your work, both before and after grading, as assignments often get lost in cyberspace.

**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.

## 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

## COURSE STRUCTURE

The course is broken into three separate Units. Each unit is followed by a Unit exam. Each Unit also includes **at least one** graded or ungraded assignment. In addition, discussion questions will be periodically posted to provide opportunities for bonus points added to the next scheduled Unit exam. Unfortunately, it is often easy to stop logging in on a regular basis and these bonus points are to encourage those that make that effort. Each discussion question will be worth 0-3 points toward the next scheduled Unit exam. Keep in mind that students can score no higher than a 100% on any UNIT exam, including any bonus points.

**DUE DATES:** The assignments are **due by midnight** of the scheduled due date. Students may choose to move along more quickly in the course and submit assignments and Unit exams prior to the due dates, but they cannot move to the next unit until the Unit exam and assignments for that Unit have been completed, or the due date has passed. Any assignments not posted by the due date, will receive a "0" for the assignment and students can move on to the next Unit.

Please note that I continually update material so there may be additional material provided or slight changes made to current on-line material prior to each of the Unit exams. I will use announcements to alert you to any significant changes in material.

**UNIT 1:** This set of files looks at concepts of persuasion in the media age. Persuasion has taken on a very different meaning with the advent of increased technology and our constant connection to others. The question becomes, has technology increased or decreased our ability to truly communicate with others? Assignment 1 addresses this question by asking you to consider the effect of the absence of technology on our society, should a catastrophic event such as a solar flare occur.

The Solar Flare paper gives you a chance to visualize the importance of technology in our relationships, the quality of our life, and in our overall personal wellness. Consider if technology has helped or hurt our relationships with our friends and family. How would your life be different without it?

Assignment 2 is an ungraded assignment that will need to be completed before the UNIT I exam. **You do not need to submit this assignment** but you should have completed it prior to taking the first UNIT Exam.

Readings	TOPIC	On-Line Resources	Due Date	% of Grade
Chapter One - Borchers	Persuasion in Contemporary Society	Persuasion in the Media Age		
	The Loss of Technology	An Electronic Disaster		
		Emergency Power Outage		
		National Geographic Solar Flare		
		NASA Solar Flares		
Chapter Two - Borchers	Persuasive Theories	Persuasion Chapter 2 Part I		
	What's in a Theory (Rhetorical Theories)			
	Applying Theory to Real Life (The Audience Oriented Theories)	Persuasion Chapter 2, Part II		
	Does the Media Really Determine Our Thoughts and Beliefs (Media Theories and Semiotics)	Persuasion Chapter 2, Part III		
	Aristotle's Theories	Aristotle Rhetoric Book 1		
Chapter Three - Borchers	Ethics in our Current Society	Persuasion and Ethics		
		Kanawha County Textbook Controversy		
		Privacy in Peril		
Chapter Four - Borchers	The Media's Impact on Persuasion	Persuasion 4 Part 1		
		Persuasion 4 Part II		
Chapter Five - Borchers	The Audience and Attitudes	Persuasion Chapter 5		
		Persuasive Advertisements		
<b>Assignment 1</b>	Solar Flare Paper		<b>September 11, 2014</b>	<b>10%</b>
<b>Assignment 2</b>	VALS Test	<b>Ungraded</b>	---	
<b>UNIT 1 EXAM</b>			<b>September 18, 2014</b>	<b>20%</b>

**UNIT 2:** This set of files looks specifically at the elements of the persuasive process. How does the media use images, language, reasoning, etc. to persuade us? Are we aware of how much subtle persuasion occurs?

The files discussing the individual theories in Unit 1 will be instrumental in completing the Persuasive Artifact assignment.

<b>Readings</b>	<b>TOPIC</b>	<b>On-Line Resources</b>	<b>Due Date</b>	<b>% of Grade</b>
Chapter Six - Borchers	The Impact of Images	Persuasive Visual Images		
		Sample Advertisements		
		Top Ad Icons		
		Persuasion and Society Cartoons		
Chapter Seven - Borchers	The Effective Use of Language	Language and Persuasion		
		Politics and Language		
		Answers to Politics and Language		
		An Inconvenient Truth		
Chapter Ten - Borchers	Using Reasoning to Increase Persuasiveness	Reasoning and the Persuasive Process		
		Taking ADvantage		
		Casey Anthony		
Chapter Nine - Borchers	The Source and Image Management	Persuasion – The Source		
Chapter Eleven - Borchers	Effectively Using Motivational Appeals	Persuasive Motivational Appeals		
<b>Assignment 3</b>	Persuasive Artifact Assignment		<b>October 18, 2014</b>	<b>15%</b>
<b>UNIT 2 EXAM</b>			<b>October 23, 2014</b>	<b>20%</b>

**UNIT 3:** The final unit looks specifically at the application of persuasion to a number of different situations, to include campaigns, propaganda, advertising, and interpersonal persuasion. The culture as it affects persuasion is also analyzed as it plays a very significant role. Assignment 4 is not to be turned in but should be completed before attempting to take the third Unit exam.

The final assignment in the course, prior to the third unit exam, is a chance for you to explore persuasion as part of the interview and resume writing process. Students are asked to prepare a functional resume using the format provided through the on-line resources. Although a draft is suggested, it is not required. All drafts must be turned in no later than November 6, 2014.

Readings & Video	TOPIC	On-Line Resources	Due Date	% of Grade
Chapter Eight - Borchers	The Impact of Culture on the Persuasive Process	Persuasion and Culture		
		Pop Culture Quiz 2012		
		Answers to Pop Culture Quiz 2012		
		Pop Culture Quiz 2013		
		Answers to Pop Culture Quiz 2013		
Chapter Twelve - Borchers	Persuasive Campaigns and Movements	Persuasion – Wag the Dog		
	A Look at Propaganda	Propaganda		
Wag the Dog video		Propaganda Strategy		
		Propaganda Strategy Template		
Chapter Thirteen - Borchers	A Closer Look at Advertising	Persuasion and Advertising Part I		
		Persuasion and Advertising Part II		
		Brands and Branding		
		Fallacies in Advertising		
Chapter Fourteen - Borchers	Interpersonal Persuasion	Resumes and Cover Letters		
	Interviewing and Resume Writing	Resume Action Words		
Chapter Fifteen - Borchers	Creating Persuasive Presentations	Best of the Best Resumes		
		Sample Resumes		
<b>Assignment 4</b>	Comparison of American and German Propaganda		<b>Ungraded</b>	---
<b>Assignment 5</b>	OPTIONAL Job Description, Functional Resume and Cover Letter Draft		<b>November 6, 2014</b>	---
<b>Assignment 6</b>	Final Job Description, Functional Resume and Cover Letter		<b>November 20, 2014</b>	<b>15%</b>
<b>UNIT 3 EXAM</b>			<b>December 4, 2014</b>	<b>20%</b>

## COURSE REQUIREMENTS

**SOLAR FLARE - Could You Survive?** - The purpose of this assignment is to consider how your life might be different in the event of a Solar Flare that wiped out all technology. The assignment should make use of what you know about the resulting society, after a major solar flare. Please consult a minimum of eight (**8**) outside sources and include them in your paper. Please cite your sources in the paper and in the list of references using either APA or MLA style guides. More information on these citation styles is available on the library home page and through Purdue Owl.

In a **5-7 page** double-spaced paper, you are to consider the following questions:

How would society be different without technology?

How is your life currently dependent on technology?

How would your life be different without the technology that would be lost with a major solar flare?

How would relationships change with your friends and family?

What would be the positive and negatives of the absence of technology in your communication?

If all technology should disappear, what commodity might you provide to survive? No doubt, we would need to go to a barter system, as money would have little value. What could you offer society if technology was removed?

Finally, how might persuasion change in a society that had no technology? Would this be positive or negative?

The assignment must be submitted electronically **NO LATER THAN September 11, 2014**, and is worth **10%** of your final 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 noted 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 **must** be described in detail. Keep in mind that the explanation for each theory should not be a textbook definition but rather, stated in your own words. Additional requirements for this assignment can be found on Blackboard. A suggested chart is also provided for your convenience.

This 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. Please submit the assignment electronically to Blackboard **NO LATER THAN October 18, 2014**.

**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. Please follow the instructions provided within the Power Points for maximum success. Please submit the final assignment to Blackboard **NO LATER THAN November 20, 2014**. If you choose to submit a draft resume and cover letter, please submit these **NO LATER THAN November 6, 2014**.

**Discussion Links:** Periodically, discussion questions will be placed on Blackboard for your consideration. It is important to note that these questions will only be posted for a few days and are to encourage you to continue to check Blackboard on a regular basis. Should you decide to participate in a discussion link, please respond to those students that have already answered the question, rather than just answering my original question. Students can gain up to 3 points toward the next UNIT exam for each discussion question. However, should



students do very well on the exam and answer all of the discussion questions effectively; they can only receive a total score of 100% for each UNIT exam.

**UNIT Exams:** Exams will consist of ten essay questions that review material from the on-line resources, the textbook, assignments, and discussion questions. At the end of each UNIT, a complete list of twenty potential exam questions will be provided, for your consideration. If you answer these prior to taking the exam, you need only cut and paste your answers at the time of the exam. Each student will receive ten randomly chosen questions through Blackboard, so that no two students will receive the exact same questions.

Please allow the appropriate time to take the exams, as you will only have an hour and a half to complete each one; since the exam is a timed test, you should immediately log back in if you get mistakenly logged out.

The UNIT Exams must be submitted electronically **NO LATER THAN** the following the specified dates. (UNIT 1- **September 18, 2014**; UNIT 2 – **October 23, 2014**; UNIT 3 –**December 4, 2014**)

**Please note that if for some reason your computer should shut down, you need to immediately log back in.**

In the past, students have had problems logging back in due to the ability to extend the test time. The system will only allow the instructor to EITHER set a specified test time and allow relog-ins, or allow students the opportunity to take more time for the Unit test but not be able to relog-in should they become disconnected. Given past technology problems, the test time will be set so that students that become logged off may log back in and finish the test. Please note that this means that your test will automatically be submitted at the end of the specified exam time.

**SHOULD YOU EVER HAVE ANY QUESTIONS, PLEASE DO NOT HESITATE TO CONTACT ME!**