

Persuasive Communication

Writing Intensive –Fall 2016

Persuasive Communication – 1777 – CMM 308 -103
MW 2:00-3:15 Smith Hall 261

INSTRUCTOR: Dr. Barbara J. Tarter (tarterb@marshall.edu)
Classroom: Smith Hall 261
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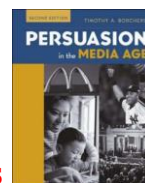
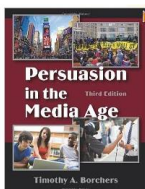
	Monday	Tuesday	Wednesday	Thursday
12:00-1:00			Office Hours 12:00-1:00 (May have faculty meeting or Huntington City Mission Meeting)	
1:00-2:00	Office Hours 1:00-2:00	Office Hours 1:00-2:00	Office Hours 1:00-2:00	
2:00-3:00	Persuasion 2:00-3:15 (Smith 261)	First Year Seminar 2:00-3:15 (Smith 263)	Persuasion 2:00-3:15 (Smith 261)	First Year Seminar 2:00-3:15 (Smith 263)
3:00-4:00	Office Hours 3:15-4:45	Office Hours 3:15-4:15	Office Hours 3:15-4:15	Office Hours 3:15-5:15
4:00-5:00				
6:00-6:30	Office Hours 6:00-6:30			
6:30-7:00	Grant-Writing CMM 677 6:30-9:00 Smith (261)	Tutoring – Tri-State Literacy		
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**

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)

available.

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



PLEASE NOTE: This-- Not This or This

The earlier editions are very different from the third edition. Students are also responsible for reading the material found on Blackboard. **PLEASE NOTE**, students **MUST** purchase or have access to this textbook to do well in the course; a simple Google search will not suffice.

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
Analyze the effect of the media and other persuasive forms on our thoughts, attitudes, beliefs and values.	<i>Textbook; Class Discussions; Exercises; Draft Platforms</i>	<i>Exams; Party Propaganda; Presidential Debates; Individual Platform</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; Introductory Speech; Draft Platforms</i>	<i>Exams; Presidential Debates; Individual Platform; Debate 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; Introductory Speeches; Draft Platforms</i>	<i>Exams; Presidential Debates; Party Propaganda;</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; Introductory Speeches; Draft Resumes & Cover Letters; Draft Platforms</i>	<i>Exams; Presidential Debates; Party Propaganda; Individual Platforms; Resumes & Cover Letters; Debate Analysis</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9
Critically apply writing skills to Evaluate the adequacy of different arguments.	<i>Textbook; Class Discussions; Exercises; Draft Resumes & Cover Letters; Draft Platforms</i>	<i>Exams; Presidential Debates; Party Propaganda; Individual Platforms; Resumes & Cover Letters; Debate Analysis</i>	2,4,5,7,8	2,3,4,5,7,8
Develop writing skills to Articulate a complex position in a clear and concise manner.	<i>Textbook; Class Discussions; Exercises; Introductory Speeches; Draft Resumes & Cover Letters; Draft Platforms</i>	<i>Exams; Presidential Debates; Party Propaganda; Individual Platforms; Resumes & Cover Letters; Debate Analysis</i>	2,4,5,7,8	2,3,4,5,7,8
Demonstrate an appropriate understanding of the impact of different motivational appeals on specific audiences.	<i>Textbook; Class Discussions; Exercises; Draft Resumes & Cover Letters; Draft Platforms</i>	<i>Exams; Presidential Debates; Party Propaganda; Individual Platforms; Debate Analysis; Resumes & Cover Letters</i>	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9
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; Draft Platforms</i>	<i>Exams; Presidential Debates; Debate Analysis; Individual Platforms</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. All assignments **must** be submitted through Blackboard. Please make sure that your name is indicated on the actual assignment as these are often printed out and cannot be connected to the author.

LATE ASSIGNMENTS: The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments will not be accepted late, unless prior approval is obtained from the instructor prior to the due date.

ASSIGNMENT SUBMISSIONS: It is a good college practice to always keep copies of your work, both before and after grading, should the assignment get lost in cyberspace.☺ Please make sure to include your names on the actual assignments that are submitted to Blackboard.

ATTENDANCE: Attendance is **required** for the course. A student that misses more than two unexcused absences* **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 (25%) 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


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*

Date	Topic	Assignments
Assignment—Please read the assignment before each class.		
August 22, 2016	Introduction to the course and to the Definition of Persuasion in the Media Age	Chapter One-Borchers
August 24, 2016	"Persuasion – What's the Difference? -- Today and Yesterday"	Solar Flare – See Blackboard Documents Assignment to Party
August 29, 2016	"What's in a Theory?" The Rhetorical Theories	Chapter Two-Borchers
August 31, 2016	"Applying Theory to 'Real Life'" The Audience Oriented Theories	
September 5, 2016	Labor Day – No Classes	
September 7, 2016	"Does the Media Really Determine our Thoughts and Beliefs?" The Media Theories and Semiotics	
September 12, 2016	"An Ethical Look at Persuasion" Persuasion and Ethics in the Media Age	Chapter Three-Borchers
September 14, 2016	"Adapting to an Audience" Audiences and Attitudes	Assignment Due: VALS Survey – Page 147 Chapter Five-Borchers Assignment Due: Individual Platform Drafts
September 19, 2016	"Who's in Power?" Media Influences on Persuasion	Chapter Four-Borchers
September 21, 2016	"A picture is worth a thousand words" Persuasion and Visual Images	Chapter Six-Borchers
September 26, 2016	"Wag the Dog"	Due: Party Persuasion Propaganda @ Midnight
September 28, 2016	"Wag the Dog" The Media's Role in the Perception of War	
October 3, 2016	The Media's Role in the Perception of War Continued Propaganda - US v. Germany (WWII)	Chapter Fifteen-Borchers Assignment Due: Final Individual Platform** Please load final individual platform into GEAR @ http://www.marshall.edu/gear/

October 5, 2016	Propaganda - US v. Germany (WWII)	
October 10, 2016	 Presidential Debates	
October 12, 2016	 Presidential Debates	
October 17, 2016	 Presidential Debates	
October 19, 2016	 Presidential Debates	
October 24, 2016	 Presidential Debates	
October 26, 2016	Midterm Exam 	Potential Exam questions will be distributed prior to the midterm exam.
October 31, 2016	Pop Culture	
November 2, 2016	"How does culture affect persuasion?" Persuasion and Culture Exploring Pop Culture	Assignment Due: Analysis of Presidential Debates Chapter Eight-Borchers
November 7, 2016	Interviewing and Persuasion "One of the most important forms of Interpersonal Persuasion"	Chapter Fourteen – Borchers Assignment: Bring a copy of a job that you would like to obtain, job history, old resume, and unofficial academic transcripts to class.
November 9, 2016	Cover Letters & Resumes Continued	
November 14, 2016	Persuasion and Reasoning	Chapter Ten-Borchers
November 16, 2016	"The Power of the Word" Persuasion and Language	Chapter Seven-Borchers Assignment Due: Draft Resume, Cover

		Letter, and Job Description
November 20, 2016 – November 26, 2016	Thanksgiving Break	
November 28, 2016	"He Said, She Said" The Persuasiveness of the Source	Chapter Nine-Borchers
November 30, 2016	"Why Get Emotional" Motivational Appeals	Chapter Eleven-Borchers Assignment Due: Final Resume, Cover Letter, and Job Description
December 5, 2016	"They've Got You" Chapter 13 – Advertising	Chapter Thirteen-Borchers Read: Brands & Branding on Blackboard
December 7, 2016	Advertising Continued	Blackboard Readings
December 12, 2016	Final Exam –Monday 12:45-2:45 	Potential Exam questions will be distributed before the final exam.

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

**** Beginning in the Spring 2014 semester, all WI designated courses students must load at least one of their assignments to the General Education Assessment Repository (GEAR) for the purpose of assessing the university's Communication Fluency outcome.**

COURSE REQUIREMENTS

Individual Platform - Each political party will assign the following sets among members of their group. Each group member will submit a copy of their position on those issues that he/she has been assigned by the group. The individual should represent the general chosen platform of the group **but** the final position is their own, even if it differs slightly from the groups. Each student must consult a **minimum** of six (6) reliable sources, **per issue**, to determine their position. The group can serve to polish these positions as they provide a sounding board for the discussion of each issue. Each student will be assigned one of the following sets of issues by their group:

Set One: Economy, Abortion, Education

Set Two: Immigration, Taxes, Fire Arms

Set Three: Homeland Security/Terrorism, Jobs, Health Care

Set Four: Balancing the Budget, Foreign Policy, Religion and Government

Set Five: Role of Government, Crime, Welfare/Poverty

In your paper, you should consider the major political aspects of each issue and clearly define your position on each. For example, if your topic was Free Trade, some of your issues might include: 1) Has the North American Free Trade Agreement (NAFTA) contributed to rising income inequalities? 2) Has NAFTA weakened workers' collective bargaining powers? 3) How has NAFTA affected our relationships with other countries? 4) What is the effect of NAFTA on the establishment of unions? You would clearly take a position on the major issues and support your beliefs with the appropriate research. Keep in mind that the paper should be written in the third person and that you should avoid such things as "I believe", "I think", etc.

All papers **must** be completed in either APA or MLA formats. More information on these style guides are found on the Marshall University library page and on the Purdue Owl site (<https://owl.english.purdue.edu/owl/>)

The instructor will integrate many of the choices of issues discussed by individual students to design the potential debate questions. A list of potential debate questions will be provided to each student prior to the actual debates to allow adequate preparation. Two moderators will be chosen for each debate from the class. The moderators will choose specific questions to ask the debaters from the list of debate questions provided. Additional questions will be encouraged from the moderators, the audience, and other panelists. Students should have an extensive knowledge of each of the potential debate questions in order to answer the questions posed by the moderators and the audience. Students should not be afraid to also provide answers to questions addressed by other panelists or to answer specific questions about their position.

A draft of the platform issues is due on **September 14, 2016** and the final is due on **October 3, 2016**. Please note that the drafts are not graded but the more information that you submit, the more thorough review you will receive before you must submit the final paper.

Please note that your final analysis must be loaded into GEAR (General Education Assessment Repository) prior to the end of the semester. This is a new requirement for all Writing Intensive Courses. To download your document, simply log in to <http://www.marshall.edu/GEAR/> and follow the procedures noted. Should you have any difficulties, please let the instructor know as soon as possible.

(20% of final grade)

Party Persuasion/Propaganda: At a minimum, this assignment includes the following:

- Name of the Party
- Major Tenants of the Party
- Campaign Button – Rationale including applicable theory
- T-Shirt Design – Rationale including applicable theory
- Propaganda Poster – Rationale including applicable theory
- Bumper Sticker – Rationale including applicable theory

This assignment will be completed by all members of the party and the grade will be shared. This assignment is due **September 26, 2016**.

(10% 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 chosen and each student will be required to answer ten of the twelve. The exam questions may be taken from the classroom discussion, the required reading, or those sections of the textbook that were unable to be explored, due to time limitations.

The questions will be graded based on the following: 1) Completeness of answers, 2) Application of appropriate theory, and classroom material, 3) Thoughtfulness of answers and 4) Insight into the substance of the question

(2 @ 15% = 30% 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. The assignment **must** include a copy of the job position, an

applicable cover letter, and an applicable resume. The draft is due on **November 16, 2016** and the final is due on **November 30, 2016**.

(10% of final grade)

Presidential Debates: Each party will have a representative in each of the debates. This person will represent the party's position on each of the issues and should be able to persuasively present this position with the other parties represented. Presenters may use visual aids to highlight their presentations as they wish. Each candidate will make a brief introduction indicating their party's beliefs and their candidacy at the beginning of the debate. Each person in the debate will receive an individual grade. The debates will be taped.

The criteria for evaluating the Presidential Debates 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) integration of appropriate research into each question, 6) understanding of the questions and their ramifications, 7) quality of the persuasive delivery, 8) quality of preparation, 9) ability to follow the assignment, and 10) the overall effectiveness of the presentation. The debates will occur between **October 10, 2016-October 24, 2016**.

(15% of final grade)

Analysis of Presidential Debates: Each person is required to analyze the four debates that they did not participate, in an eight **(8)** page paper. An attempt will be made to tape the debates and include them on Blackboard but students are still discouraged from missing these classes. The analysis should indicate what was the most persuasive of each debate with appropriate theory indicated where applicable. What were the strengths and weaknesses of each of the individual speakers? Indicate who you believe won each debate and your rationale for your decision. What did the debater use that persuasively influenced you to believe that they won the particular debate? This assignment is due **November 2, 2016**.

(15% of final grade)

Assignments

	Percent	Due Date	Grade
VALS Survey (Complete on your own)	---	9/14/2016	---
Individual Platform Draft		9/14/2016	---
Party Persuasion/Propaganda (Shared Group Grade)	10%	9/26/2016	
Individual Platform Final	20%	10/3/2016	
Presidential Debates	15%	10/10/2016-10/24/2016	
Midterm Exam	15%	10/26/2016	
Analysis of Presidential Debates	15%	11/2/2016	
Job Description, Old Resume, Unofficial Transcript, copy of a potential job description, etc. (Bring to Class)	---	11/7/2016	---
Cover Letter/Resume Draft	---	11/16/2016	---
Cover Letter/Resume Final	10%	11/30/2016	
Final Exam	15%	12/12/2016	
TOTAL:	100%		