

CMM 409/509: Theories of Persuasion and Change
Spring 2016

Tuesday 4:00 – 6:20

261 Smith Hall

Course Instructor

Susan Gilpin, Ph.D.
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Office Hours

Monday and Thursday 10:30 – 12:00
Additional hours available by appointment

Required Texts

Cialdini, R. B. 2009. *Influence: Science and practice*, 5th ed. Boston: Pearson.

Perloff, R.M. 2014. *The dynamics of persuasion: Communication and attitudes in the 21st century*, 5th ed. New York: Routledge

Recommended Resources for All Students

Hacker, D. (2015). *Research and documentation in the electronic age* (6th ed.). New York: Bedford/St. Martin's. (Another standard manual will do as well)

“Writing and Documentation References” folder on MUOnline

Additional required and recommended readings will be available on our course MUOnline site. You will be responsible for printing out these supplemental readings as assigned.

Course Description, Credits, and Prerequisites

Study of the relationship between persuasion and social change, including theories of attitude and behavioral change and contemporary theories of persuasion. 3 hrs.

Course Philosophy and Themes

Since classical times, philosophers and scholars have attempted to theorize persuasion, first from a humanistic perspective and later, in the twentieth century to the present, from social scientific perspectives as well. This course focuses on the major social scientific theories with a particular emphasis on theories of persuasion as they relate to contemporary communicative practices and attitude formation.

Communication Studies Program Learning Outcomes

1. Understand 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, 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 and Program Outcomes

Learner outcomes/objectives for this course	How these outcomes are practiced in class	How the outcomes will be assessed	Program Outcomes Addressed
Employ a repertoire of definitions for persuasion	Informal writing, discussion	Theory exams, Cialdini essay, application project	1, 2, 7
Appraise the powers and limits of theory in predicting behavioral outcomes	Reading, discussion, film analysis, small group work	Theory exams, Cialdini essay, application project	2, 5, 6, 7, 8
Identify and apply foundational persuasion processes and models	Reading, discussion, application exercises	Theory exams, Cialdini essay, application project	1, 2, 3, 5
Use a scholarly vocabulary for assessing effectiveness of persuasive messages and discussing persuasion theory	Informal writing, discussion, and analyses	Theory exams, Cialdini essay, application project, reflection paper	2, 3, 7, 8
Demonstrate familiarity with current trends and practices in social scientific approaches to persuasion	Reading, discussion, informal presentations	Theory exams, Cialdini essay, application project, summary and analysis paper	1, 2, 3, 4, 5
Apply persuasion theory to a particular context to design an original persuasion guide	Analysis exercises, small group project brainstorming, proposal presentations, draft workshop	Application project	1,2,3,4,5,7,8

Evaluation of Learner Outcomes

Undergraduates

Persuasion Theory Exams (15% each, top 2 of 3 scores)	30%
Cialdini Essay	15%
Application Project & Presentation (total intermediate and final products)	40%
Reflection Paper	<u>15%</u>
	100%

Graduates

Persuasion Theory Exams (15% each, top 2 of 3 scores)	30%
Cialdini Essay	15%
Research Summary and Analysis Essay	15%
Application Project & Presentation (total intermediate and final products)	<u>40%</u>
	100%

Important Due Dates

Persuasion Theory Exams

- January 26
- March 15
- April 19

Cialdini Essay – February 16

Summary and Analysis Paper (graduate students only) – March 1

Application Project

- Proposal – March 8
- Drafts – week of April 5
- Final Draft and Presentation
Undergraduates – April 26
Graduates – May 3

Reflection Paper (undergraduate students only) – May 3

Course Policies

1. *Attendance.* **Students who miss more than two classes for other than university-sponsored/excused reasons or religious holidays may earn no higher than a C in the course.** You must be present when I take attendance and stay for the entire class period in order to be counted present for that class meeting.

2. *Community involvement.* This course is conducted seminar style. In order to meet the objectives of the course, you will need to attend each class on time having completed the assigned reading and writing and having prepared yourself to be an informed participant in class discussions and in-class activities. Remember that each of our class sessions requires the preparation equivalent for **three** 50-minute class sessions. Undergraduates, please note that the pace of the course is geared to upper division undergraduates and graduate students. To earn a top grade, plan to spend an appropriate amount of time staying current with assigned reading and writing. To further the goals of the seminar atmosphere and individual participation, we all will appreciate it if you keep cell phones put away and use laptops appropriately.

3. *Academic integrity.* We will follow the policies fully described on pages 71-73 in the *Marshall University Undergraduate Catalog 2015 – 2016* (available online at http://www.marshall.edu/catalog/files/UG_15-16_published_rev.pdf). During the semester we will talk more specifically about the implications of this policy for particular assignments.

4. *Accommodation for students with disabilities and student athletes.* Please examine the syllabus carefully to identify the class activities for which you will require special accommodation and schedule a meeting with me about this early in the semester. I will work with you to develop a plan to accommodate your needs and help you meet course requirements.

5. *Make-up exams.* Make-up exams will be available only for documented medical emergencies and university-excused absences. Please schedule optional activities around exam dates. If you have an unavoidable conflict, please let me know as far in advance as possible so that we can arrange an appropriate accommodation. Make-up exams may differ significantly from those given in class. Remember that only two exam scores are included in your final grade, so missing an exam isn't necessarily a penalty.

6. *Due dates.* The components of the out-of-class written assignments are due **in hard copy** on or before their scheduled dates. Please retain an electronic copy of your work until I have commented on your hard copy and returned it to you with your grade or posted your grade to MUOnline.

7. *Missed classes.* When you are absent, it is your responsibility to **find out from a classmate** what notes, handouts, assignments, or other course material you missed. Most handout materials will be available on our course MUOnline page in the Miscellaneous In-class Handouts folder.

8. *Office hours.* I will keep the office hours posted at the beginning of this syllabus, and I welcome your visits during those times. I am available to meet with you at other times by appointment only.

9. *Class communication.* From time to time, I will send course updates, links to additional readings, and other information via the class e-mail list as maintained by Marshall University. Please check your Marshall University e-mail account frequently, or arrange to have your MU e-mail forwarded to the account you do read regularly. I ordinarily respond to student e-mail within 48 hours between 8:00 a.m. and 8:00 p.m., Monday through Friday.

10. *Weather-related concerns.* In bad weather, we will follow the University schedule for holding class. When in doubt about a weather-related campus class cancelation, please consult the Marshall University home page or call (304) 696-3170 for current information. I understand that those who have some distance to drive to campus may have concerns about traveling when road conditions are

questionable. However, if the university determines that classes will be in session, your absence will be unexcused.

Course Management Information

Classmates I can consult for help:

Name	E-mail	Phone
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Grades Earned:

Mastery Quizzes (top 2 @ 15% each = 30%): 1. _____ 2. _____ 3. _____

Cialdini Essay (15%): _____

Graduate Summary and Analysis Essay (15%): _____

Application Project (40% total): _____

 Proposal and Sources (10%): _____

 Complete Draft (10%): _____

 Final Paper (20%): _____

Undergraduate Reflection Essay (15%): _____

Course Schedule

Subject to adjustment as necessary. Changes will be announced in class and posted on MUOnline.

Week	Date	Focus	Reading	Due	Notes
1	Jan. 12	Overview of course learning outcomes and major assignments, Why study persuasion?	Perloff, Chap. 1 Course handouts as distributed in class	In-class essay Free write Data Sheet	Review syllabus and MUOnline pages
2	Jan. 19	Historical and ethical foundations	Perloff, Chap. 2		
3	Jan. 26	Weapons of influence and the power of reciprocity Principles of Scholarly Summary and Analysis	Cialdini, Chaps. 1-2	Theory Exam 1: Foundations	Assign Fointiat article
4	Feb. 2	Commitment, social proof, and liking	Cialdini, Chaps. 3-5		Assign Cialdini Essay
5	Feb. 9	Authority, scarcity, and automaticity	Cialdini, Chaps. 6-8 Fointiat article (pdf on MUOnline)		Assign graduate Summary and Analysis Paper
6	Feb. 16	Understanding Attitudes	Perloff, Chap. 3	Cialdini Essay	Assign Application Project
7	Feb. 23	The power of our passions	Perloff, Chap. 4		
8	Mar. 1	Attitude is everything: functions and consequences	Perloff, Chap. 5	Graduate Synthesis and Analysis Essay	
9	March 8	How can we measure attitude – or can we?	Perloff, Chap. 6	Application Project Proposal	
10	March 15	Processing persuasive messages	Perloff, Chap. 7	Theory Exam 2: Attitudes	
11	March 22	<i>Spring Break</i>			
12	March 29	Considering the source	Perloff, Chap. 8		
13	April 5	Message fundamentals	Perloff, Chap. 9	Application Project Drafts	
14	April 12	Appealing to emotions	Perloff, Chap. 10		Assign Reflection Paper

Week	Date	Focus	Reading	Due	Notes
15	April 19	Cognitive dissonance theory: behavior changing attitudes	Perloff, Chap. 11	Theory Exam 3	
16	April 26	<i>Last Class Day</i> Undergraduate Project Presentations or Graduate/Undergraduate Themed Panels		Undergraduate Application Projects Due	
17	May 3	<i>Final Exam Day</i> Graduate Project Presentations of Graduate/Undergraduate Themed Panels		Graduate Application Projects Due Undergraduate Reflection Papers Due	

Persuasion Theory Exams

Study Guides for each Theory Exam will be posted in the Theory Exam Preparation folder on MUOnline. Theory Exams will be primarily multiple choice and short answer. We will grade most of the exams in class, so you'll know immediately what you need to review to score well on the larger projects. I encourage collaboration with classmates as you prepare for exams and as you work on projects throughout the semester. Remember that I will drop your lowest exam score, so an illness, missed class for whatever reason, or an "off" day won't necessarily hurt your final grade.

Written Assignments

Detailed assignment sheets that include guidelines for preparing the assignments and explanations of how they will be evaluated are found on the following pages of this syllabus. This information will be discussed in class well in advance of the due dates and will be posted on MUOnline.

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Cialdini Essay

For three weeks, we will explore the science and practice of persuasion, influence, and compliance gaining through the lens of Robert Cialdini and his research teams. It's easy reading: Cialdini's gift is to make the research of social scientists accessible to popular audiences. Now it's time to challenge our reading and put theory to practice by analyzing persuasion in our own lives.

The Assignment

This assignment asks you to look to your own experience for examples of persuasive tactics you have encountered. In an essay of about 1,200 words (5 pages, more or less) briefly describe three such examples and their effects. Then choose one of these to analyze closely using theories and concepts you've encountered in Cialdini. Ask how your experience confirmed or challenged what you've read, what you've learned from the experience, how you can better defend yourself against a similar message in the future, or anything else that demonstrates your understanding of multiple concepts from Cialdini. For example, you might consider questions such as these:

- Judging from your own experience, are Cialdini's explanations accurate, or does a particular theory need some fine tuning?
- Following your study of Cialdini, how do you better understand yourself and your responses to a particular type or types of persuasive messages?
- In *Influence: Science and Practice* 5e, neither in the Table of Contents nor in the Index do 'ethics' or 'morals' get a mention. Is this observation relevant to your example? How do you respond to this omission, and what role did ethical considerations play in your example?

You don't need to address all of these questions, and the example you choose may raise different ones. *The important task here is to demonstrate your ability to analyze your example based on an accurate understanding of Cialdini.* That is, don't just recite content, but apply it to the examples you give. Go beyond a mere recounting of your experience as a receiver of persuasive messages and carefully probe one experience for a fuller understanding of its meaning. **Reference Cialdini where appropriate and cite in proper APA style.**

Requirements

1. Include an effective introduction and conclusion to your essay. In class, we will discuss what 'effective' means.
2. Put your name and course (CMM 409 or CMM 509) in the top right corner of your paper. Please save paper and omit a title page or binder.
3. **Give your paper a title that reflects what emerged for you as an overall theme for your writing.**
4. Use Times or Times New Roman 12-point font and 1.25" margins all around. Double space your text.
5. Number your pages after the first.
6. Fasten pages with a staple in the upper left-hand corner.
7. Please keep an electronic copy of your paper until after your paper is returned to you and your grade is posted on MUOnline.
8. Papers are due in hard copy at the beginning of class on Tuesday, February 16.

Evaluation

This paper is worth 15% of your final grade, or 15 points out of 100. Papers that analyze the examples superficially and/or have multiple errors in spelling, punctuation, or grammar will earn 8-12 points. More complete, thoughtful, polished papers will earn 12.5-15 points.

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Research Summary and Analysis Assignment
(Essay assignment for graduate students only)

Overview

Reading and summarizing research reports are common practices in academic and other professional settings. Summaries are highly condensed, non-evaluative accounts of fully developed reports and are faithful to the intent of the authors of the original piece. Academics use summaries in their research notes or as the foundation of literature reviews in their own published research. Busy professionals often rely on summaries (also called abstracts or *précis*) to help them recall or locate key pieces of research necessary for the task at hand. Though brief, carefully crafted summaries that accurately condense much more lengthy reports are challenging to write. This semester, you will work on increasing your expertise as a research summary writer.

First, **both undergraduates and graduates** will look together at one brief research report in class on February 9:

Fointiat, Valerie. (2006). "You're helpful" versus "That's clear": Social versus functional label in the foot-in-the-door paradigm. *Social Behavior and Personality* 35(5), 461-466.

You will print out this article from the Summary and Analysis Readings folder on MUOnline, and we'll discuss what an effective summary of this article might look like.

Then, for March 1, **graduate students** will prepare a summary and analysis (S & A) of another article in the Summary and Analysis Readings folder on MUOnline:

Seiter, J. S., Brownlee, G. M., and Sanders, M. (2011). Persuasion by way of example: Does including gratuity guidelines on customers' checks affect restaurant tipping behavior? *Journal of Applied Social Psychology* 41(1), 150-159.

Summary Section Preparation Guidelines

Please follow these guidelines to prepare effective summaries¹:

- Aim first to accurately report on the research without analyzing or evaluating it (that comes later – see below)
- **Paraphrase in your own words as much as possible.** Don't quote from the original report unless absolutely necessary. If you believe you must quote, quote accurately. Punctuate and cite following APA style.
- Check the first draft of your summary against the research report. Would the report author(s) recognize your summary as an accurate representation of the work? Revise as necessary with the original author(s) in mind.
- Re-read your draft from the perspective of a new reader. Will a first-time reader of your summary find all the key elements of the original report? Do transitions aid your reader in following your summary? Revise as necessary with a new reader in mind.

¹ I acknowledge assistance from an Iowa State University online resource, "Summary Assignment Sheet," <<http://isucomm.iastate.edu/summaryassignmentsheet>> in preparation of the guidelines and evaluation criteria for this assignment.

Analysis Section Preparation Guidelines

You will follow your summary with a brief analysis section of one or two paragraphs. You may comment in this section as you feel appropriate, but please begin by considering these questions:

- Does this report confirm, refute, or extend your knowledge about persuasion theory to date? How?
- Who is the intended audience (practicing professionals, academics, popular readers, or others)? How do you know?
- Members of what disciplines or professional fields would find this research report useful? Why?

Submission Requirements

- Head your paper with your name, course information, and date. Please save paper and do not use a cover page.
- Title your paper Summary and Analysis.
- Following the title, cite your article in APA style.
- Include the journal article's title and author in the first sentence of the summary.
- Your summary and analysis together, excluding paper heading and citation, should run between 500 and 750 words (roughly 2-3 pages).
- Use Times New Roman 12 pt. font and 1.25 margins all around. Please double-space the body of your paper.
- Include your name in the header on every page after the first. Please staple – not fold or paperclip – the pages together.
- Follow the conventions of standard written English with respect to grammar, spelling, and punctuation. This affects your grade (see *Evaluation* below).
- Your paper is due in class on March 1, as posted on the syllabus and outlined below.

Timeline

January 26	Research Synthesis and Analysis paper assigned
February 9	In-class practice with a sample journal article (Fointiat)
March 1	Graduate students only: S & A due in class

Evaluation

The Summary and Analysis is worth 15% of your final grade and will receive a score 1–15 as follows:

13.5 –15 points	The paper is clearly organized, well edited, and meets the assignment guidelines and requirements in above every respect.
12-13 points	The paper meets the guidelines and requirements for content in nearly every respect and may have minor organization and/or editing problems.
10.5-11.5 points	The paper reflects a strong effort on the part of the author, but does not meet the guidelines and requirements above in some significant respect, such as failing to include some key element(s) of the original report; not flowing well so that the reader sometimes struggles to make connections; or containing several errors in citation style, grammar, spelling, or punctuation.
0-10 points	The paper does not reflect a serious scholarly effort on the part of the author. The summary may indicate that the author does not understand the original report. Ideas in the paper do not flow logically. Grammar, spelling, or punctuation errors seriously interfere with reading comprehension.

Application Project Assignment

Overview

We will conclude the semester with a persuasion theory application project. To complete the project, you will consult the scholarly literature on persuasion theory or theories or variable(s) of your choice with the goal of using what you learn to write a helpful guide to persuasion for a practitioner in a specific context.² The project synthesizes our semester's work by providing these opportunities:

- to deepen your understanding of a persuasion theories or variables of your choosing
- to acquire familiarity with recent scholarship relevant to your persuasion theories or variables
- to develop skills in reviewing, summarizing, and appropriating scholarly literature to investigate a research question or solve a problem
- to connect theory with practice by applying your enhanced understanding of persuasion theories or variables to a context and/or problem of particular interest to you
- to practice and polish your academic writing and citation styles

While the discussion of theories and variables in any text chapter can give you some ideas for this project, Perloff's Part Four may be especially useful. For instance, you could draw on recent scholarship in interpersonal persuasion theory to develop sales strategies for a context you're familiar with (I'm thinking of students who have described their experiences selling high end cosmetics, food supplements, tanning bed products, and trendy clothing and accessories). If you're interested in the current presidential or other political campaigns, you could use your knowledge of advertising and marketing theories to advise your favorite candidate on how to prepare for the inevitable negative attack ads. As Dr. Gross suggested to his students, you might consult the communicator credibility literature and write a guide advising candidates for Student Government positions on enhancing their credibility. Or, you could draw on the Theory of Reasoned Action literature to develop a guide that explains how this theory might be used in a health campaign to reduce alcohol, drug, or tobacco use among Marshall students. You will have a chance to discuss other potential topics in class. In summary, the assignment asks you to use appropriate persuasion theories and research to generate practical applications to real world needs or problems.

Project Submission Written Requirements

- **Format:** You will submit the final project in **two parts**: the application itself (essay, booklet, visual representation, public service announcement, or other format that I approve) **accompanied by** a paper detailing the problem statement, a rationale for your project grounded in recent literature related to your application, and a project narrative.
- Submit your accompanying paper typed in 12 pt. font, 1.25" margins. Observe APA citation style throughout, including References. Do not use a cover sheet, and staple your paper in the upper left corner. I will give you an envelope for submitting the application and the accompanying paper together. Put your name on both the application and the paper.

² This assignment is inspired by one created for CMM 409/509 students in Spring 2006 by Dr. Bertram W. Gross, Professor Emeritus, Marshall University, and former chair of the Department of Communication Studies.

- Length: Undergraduate papers -- approximately 2,000 words, excluding References; graduate papers -- approximately 3,000 words, excluding References
- References: undergraduates, minimum of 5 sources; graduates, minimum of 8 sources. Top papers will reflect more than the minimum research effort.

Additional Requirements and Evaluation

- **Proposal:** Submit a typed project proposal of approximately two pages that identifies your area of concern, the application you have in mind, and a preliminary list of sources you will consult in preparing the project. Your sources may include people you will interview and websites in addition to scholarly sources. Proposals are worth 10% of your final grade and will be evaluated for completeness and effort on a scale of 1-10. Proposals are due March 8 and should include the following:
 - Primary theory or variable that is the focus of your literature review
 - Context for your project – for whom are you writing your Persuasion Guide?
 - Anticipated format for your project
 - Preliminary list of scholarly references and other sources
 - Description of a problem you've encountered with your project that you'd like some help with
- **Draft:** A complete project draft submitted for my feedback is required. Drafts are due on or before April 5. The draft is worth 10% of your final grade. Project drafts will be evaluated for completeness and effort on a scale of 1-10.
- **Oral Presentation:** Prepare to make an oral 10-minute, extemporaneously-delivered project report. Focus on talking points that describe your project, and display your application if appropriate, but don't read your paper. Conference panel-style presentations are tentatively scheduled for April 26 (undergraduates) and May 3 (graduates), but your actual presentation date may change depending on the number of undergraduates and graduates enrolled.

Timeline

February 16: Project assigned. In-class, small group brainstorming to develop project ideas.

February 23 – March 4: Schedule optional conference with Dr. Gilpin to discuss your project

March 8: Typed Project Proposal

April 5: Project drafts due, evaluated for completeness against the final project evaluation rubric below

April 26: Last class day. Undergraduate conference panel-style presentations, final projects due in hard copy.

May 3: Final Exam Period. Graduate conference panel-style project presentations, final projects due in hard copy; celebration/reception

If your presentation date is different from the schedule above, your project will be due in hard copy at the class period in which you present.

Final Project Draft Evaluation

The final draft is worth 20% of your final grade, or 20 points. Final project drafts will be evaluated as follows:

18 – 20 points: The project

- reflects an accurate application of theory to context
- provides a reasonable justification for the need for the project
- demonstrates the appropriateness of the project for the target audience
- draws appropriately and sufficiently on relevant and scholarly literature throughout
- employs correct APA style for in-text citations and References
- reflects clear organization and presentation as well as careful editing throughout

16 – 17.5 points: The project successfully reflects all of the qualities above to some degree but may be significantly lacking in one or more areas. Citation style is perfect or nearly so.

14 – 15.5 points: The project generally is well conceived but has multiple problems with execution, such as inaccuracies in application of theory to context, thin descriptions of project rationale or audience, errors with APA style, or clarity in organization or prose style.

12 – 13.5 points: Technically the project is complete (all sections are present), but it does not successfully meet minimum standards for conception and execution as described above

5 – 9 points: Key sections missing or other deficiencies too great to merit a passing score.

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Reflection Essay Assignment

(Essay assignment for undergraduate students only)

Your final assignment is a reflection paper based on your experience of this course. The “essential nature” of the reflection paper, according to John Bean, is “the exploration of the connections between course material and a person’s individual life or psyche” (1996, 93). We have spent sixteen weeks thinking about persuasive communication across many contexts.

To earn maximum credit for this assignment, observe the following guidelines and requirements as you prepare your paper.

Guidelines

1. Carefully read and think about these prompts and write in response to them. You are free to address additional questions or topics these prompts raise for you.
 - Recall the beginning of the semester and reflect upon your *perception of persuasion as an everyday activity*. What did the word “persuasion” mean to you? What did you think this course would be about? What ethical concerns, if any, did you have? Provide one or more examples that typify your thinking at this time.
 - What was *the most surprising or interesting aspect of persuasion* that you learned this semester? How do you expect this knowledge might change your behavior or view of the world?
 - What has been *the most useful insight from persuasion theory* that you’ve gained this semester? How do you anticipate applying this insight to your larger understanding and practice of human communication?
 - As forensic science theorist Edmond Locard wrote, “Every contact leaves a trace.” What traces do you think our course has left on you, and what might that mean to you in the future?
 - What advice would you give a friend who is planning on taking this course in a future semester?
2. If you have written reflection papers in other courses, you know that to do this well and to profit from the experience, you must spend time thinking seriously about your subject and writing more than one draft of your paper. Early drafts might be brainstorming, free writing, concept mapping, and other idea-generating activities. Off-the-top-of-your-head papers are not likely to be helpful or successful. You will discover what you most want to say as you work through successive drafts.
3. Write for yourself, not for me. Please don’t embarrass us both by attempting to flatter me or appeal for a better grade. If what you write doesn’t ring true for you and your experience of the course, then you are wasting our time. This paper is an opportunity for you to carry forward your most significant ideas about persuasion after the semester has ended.
4. Don’t extensively quote or paraphrase our readings. Write about your *engagement* with what you’ve read rather than recite what we both already have read together.

Requirements

1. Aim for about 4-5 pages of text. You may write more if you wish – I am looking forward to reading your papers. It is unlikely that a paper of fewer than 4 pages will have a well-developed introduction and conclusion and will have adequately engaged the five writing prompts (see bullet points in Guideline 1) and other ideas you want to address.
2. Include an appropriate introduction and conclusion to your reflection. In class, we will discuss what this means.
3. Put your name in the top right corner of your paper. A title page is not necessary.
4. **Give your paper a title that reflects what emerged for you as an overall theme for your writing.**
5. Use Times or Times New Roman 12-point font and 1.25” margins all around. Double space your text, and number your pages after the first.
6. Fasten pages with a staple in the upper left-hand corner.
7. Papers are due **in hard copy** in class on May 3 (our scheduled final exam time).

Miscellany

- I am happy to accept papers **in hard copy** April 26 or later, but if you submit early, you still are expected to be in class for the graduate student presentations on May 3.
- Please keep an electronic copy of your paper until after your grade is posted in MUOnline and you have received your final grade.

Evaluation

This final reflection paper is worth 15% of your semester grade, or 15 points out of 100. This is not a toss-away assignment. I firmly believe that this act of reflection and writing is an important final step for students to take in carrying forward and acting upon what they have learned this semester, and I expect students to take the assignment seriously. I grade these essays with that expectation. Papers that treat the questions superficially, are carelessly organized, and/or have numerous errors in spelling, punctuation, or grammar will earn 6-11 points. More thoughtful, polished papers will earn 12-15 points.

Bean, J. E. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*, 2nd ed. San Francisco: Jossey-Bass.

"Edmond Locard." <http://aboutforensics.co.uk/edmond-locard/>.