

**COMMUNICATION 2367H:
PERSUASIVE COMMUNICATION-HONORS**

Autumn 2017

Dr. Susan L. Kline
Associate Professor
Office: 3106 Derby Hall
Phone: 292-0464
Email: Kline.48@osu.edu
Office Hours: Thurs 9:00-10:30 or by appt.
Kline.48@osu.edu

Meeting Place: 342 Journalism Bldg.
Meeting Time: T Th 12:45-2:05 pm

COURSE DESCRIPTION: How can our ideas go viral? How can our ideas become sticky? The primary goal of COMM 2367 is to increase your understanding of persuasive communication and your ability to create effective persuasive messages. This course covers theories of persuasion, attitude change and message design that can be used to develop your persuasive skills. In particular, we will focus on the message strategies that have proven effective in accomplishing various influence tasks, such as securing one's credibility, demonstrating the severity of a problem, advocating change, and mobilizing commitment. Communication 2367H is a Level Two General Education Course in Writing and Communication.

GENERAL COURSE OBJECTIVES

1. Develop skill in critical thinking, oral expression and written communication
2. Gain an understanding of the theories and concepts relevant to persuasive communication
3. Learn to analyze persuasive messages and arguments
4. Produce effective written arguments about a social problem and its best remedy
5. Create and deliver effective oral arguments to persuade your classmates to adopt a particular viewpoint and/or engage in a recommended behavior

GE COURSE OUTCOMES

Communication 2367 is a GE second level writing course categorized under 1A: Writing and Related Skills. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

Writing and Related Skills

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

GE Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively. (ELO1)
Students are provided a sequence of assignments to help them develop their ability to read carefully and express sophisticated ideas clearly through written persuasive communication, discussion, and critical analysis.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline. (ELO2)

Students have the opportunity to use communication skills to write and present persuasive arguments. Students will also understand the conventions of academic discourse to express original ideas in persuasive papers and speeches.

3. Students access and use information critically and analytically. (ELO3)

Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively, and to analyze and build effective persuasive arguments.

REQUIRED TEXT

Perloff, R. M. (2013). *The dynamics of persuasion: Communication and Attitudes in the 21st Century*. (5th Ed./6th). New York: Routledge.

**Additional readings are available on Carmen, and are listed at the end of the syllabus and on the schedule.

To help you master the reading material:

1. Lecture outlines are available on Carmen
2. Study guide questions are available for each reading on Carmen
3. In-class activities will help facilitate mastery of the reading material
4. Handouts and examples of how to apply attitude change theories are available on Carmen

ASSIGNMENTS

READINGS: You are expected to read the designated material from the text or online readings before coming to class on the day the readings are due.

EXAMINATIONS: There are two examinations in this class. Each exam is made up of multiple choice, true/false, short answer, and essay questions on the material covered prior to the exam.

WRITTEN ASSIGNMENTS: There are several graded written assignments in this class that are integrated components of a term-long project. A brief description of the papers is provided here for your convenience, but much more will be said about each of these assignments when they are distributed in class. The *Term Topic Assignment* has you present three persuasive speech topics. If all goes as planned, one of these three topics will form the topic of your speeches and essays. *This first assignment will be ungraded.* The *Project Bibliography* asks you to summarize how your sources will help you build valid arguments. The *Attitude Change Paper* asks you to analyze two print advertisements for the effectiveness of the attitude change theories implicated in the ads. The *Problem Analysis Paper* asks you produce an argumentative analysis of the problem/need you intend to address in your first persuasive speech and the possible beliefs that may prevent your audience from holding your viewpoint about the problem. Part of the problem analysis essay will be to develop and administer an attitude survey to the class on your topic. The *Advocacy Paper* asks you produce a persuasive essay that defends a policy proposition associated with your topic as you advocate change. You will have an opportunity to revise these written assignments during the term. All students who have difficulty writing are encouraged to visit the **OSU Writing Center** for help.

SPEECHES: Each student is required to give two graded persuasive speeches. These speeches represent your attempt to deliver an effective persuasive message using all the knowledge you gained from reading, class, and the written assignments. Details of these two assignments will be supplied separately.

IN-CLASS/Homework EXERCISES: There will be several group exercises in class and one homework assignment designed to help you master the lecture and reading material.

GRADING

Writing	Exams	Speeches	Participation
41%	24%	24%	10%

Your grade in this course is a function of the following:

Assignment Weights

Exam #1	12%	A	93% – 100%
Exam #2	12%	A–	90% – 92%
Bibliography	5%	B+	87% – 89%
Ad Analysis	12%	B	83% – 86%
Paper 3	12%	B–	80% – 82%
Paper 4	12%	C+	77% – 79%
Speech #1	12%	C	73% – 76%
Speech #2	12%	C–	70% – 72%
Participation,	10%	D+	67% – 69%
In-class exercises,		D	60% – 66%
Attendance		E	Less than 60%

COURSE POLICIES AND EXPECTATIONS

Attendance: Attendance is expected at all class sessions, but you may miss four classes without penalty. For every class you miss beyond four, your grade will be lowered by 1/3 of your overall grade (e.g., B would become B-, C+ would become C, etc.). University approved absences are exempt from this policy. Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted *within one week* of the absence. Attendance will be taken at each class session.

Late Assignments: Unless otherwise noted, assignments must be submitted as indicated below (see Written Assignments) *no later than 11:59 p.m.* on the assigned due date. Assignments may be accepted late but will receive a grade penalty based on the following:

Written Assignments: In-class assignments may be handwritten, but all other work must be typed and must conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). Unless otherwise noted, assignments must be uploaded to Carmen *no later than 11:59 p.m.* on the assigned due date. Assignments may be accepted late but will be reduced 10% (1 day late), 20% (2 days late), or receive no credit (3 or more days late).

Communication: I will post class updates, extra credit opportunities, and/or additional materials as announcements on Carmen. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Classroom Civility: We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

Punctuality: Class begins on time every day to guarantee that all scheduled discussions and activities are completed, particularly on days when your fellow students are speaking or presenting. You are expected to be punctual. If you are late for class, do not enter the classroom while another student is speaking or presenting. Please wait outside until there is a break between speeches or presentations.

Challenging a Grade: I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment *within one week* of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

Extra Credit: You will have opportunities during the semester to earn extra credit by participating in research studies. You may not earn more than 4 extra credit points. The only exception is for the winning speaker from each group or the winning moderator in the class; these individuals may not earn more than 8 extra credit points.

Technology Policy: Cell phone use is not allowed in the classroom. Please be sure to put your phones on silent before the start of class.

SCHOOL OF COMMUNICATION AND UNIVERSITY POLICIES

Academic Misconduct: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Written and oral assignments: Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity: The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student Academic Services: Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

Student Services: The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Writing Center: All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: REQUESTING ACCOMMODATIONS

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

DISCLAIMER

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

Influence Tasks and Message Strategies Model

Influence Task #1: Creating connections through Ethos, Trust, and Liking

Influence Task #2: Creating consensus by discussing Exigencies, Needs, Desires

Influence Task #3: Creating believable messages with Argument and narrative

Influence Task #4: Creating impressiveness through clarity, memorability and style

Influence Task #5: Deliberating and advocating change; creating identities

Influence Task #6: Facilitating behavioral commitment

Additional Readings

Clark, R. A. (1984). *Persuasive messages*. New York: Harper & Row. Out of print.
Selected chapters on Carmen.

O'Keefe, D.J. (2002). *Persuasion theory & research*, 2nd Ed. Thousand Oaks, CA: Sage Publications.
Chapter 3. Belief-Based models of attitude.

Perloff, R. M., (1993). *The dynamics of persuasion*. Hillsdale, NJ: Lawrence Erlbaum. Chapter 3,
pp. 57-77.

Warnick, B., & Inch, E.S. (1994). *Critical thinking and communication: The use of reason in argument*,
2nd Ed. New York: Macmillan. Chapters 4-5.

Speech Preparation:

Larson, C.U. (2001). *Persuasion: Reception and responsibility*, 9th ed. Belmont, CA:
Wadsworth/Thomson Learning. Chapter 12.

O'Hair, Stewart, R., & Rubenstein, H. (2004). *A speaker's guidebook: Text and reference*.
Chapter 2, 24.

Tentative Schedule

WEEK	DATE	TOPIC	READING(S)	WHAT'S DUE
1	T 8/22	Introductions/Course Overview		
	Th 8/24	Persuasion as a Field of Study	Ch. 1, Clark, Ch. 1	
		I. Theories of Attitude Change		
2	T 8/29	History/Associative, Conditioning & Modeling Approaches	Ch. 2, Ch. 13 (pp. 397-408); Perloff Ch. on Carmen	
	Th 8/31	Social Judgment Theory, Functional Theory	Ch. 4; Ch. 5 (pp. 117-133)	Term Topic Paper
3	T 9/5	Belief-based Models of Persuasion; Reasoned Action Model	Ch. 6; O'Keefe, Ch. 3 Ch. 5 (pp. 134-143)	
	Th 9/7	Cognitive Dissonance Theory/Elaboration Likelihood Model	Ch. 11/Ch. 7	Attitude change Analysis
4	T 9/12	Elaboration Likelihood Model/Review	Ch. 7	
	Th 9/14	Examination #1		Exam #1
		II. Influence Task Model		
5	T 9/19	Analyzing Audiences/ Influence Task #2: Gaining Consensus on Problem or Aims	Metcalf, O'Hair, Larson (read 2)	Bibliography Due
	Th 9/21	Influence Task #2: Gaining Consensus on Problem	Clark, Ch. 6	
6	T 9/26	Influence Task #1: Securing Credibility, Trust, Liking/Influence #3 Argument	Ch. 8; Warnick & Inch, Evidence	Audience Analysis exercise completed
	Th 9/28	Influence Task #3: Creating Message Believability: Argument and Narrative	Inch & Warnick, Reasoning	
7	T 10/3	Argument/ Influence Task #4: Developing Impressive Messages	Ch. 9, Clark, Ch. 4	Problem Essay
	Th 10/5	Impressive Messages, Value argument, Delivery	O'Hair: delivery, intro, conclusion	
8	T 10/10	Speech #1: Gaining Awareness about a Problem		Speeches
	Th 10/12	FALL BREAK		
9	T 10/17	Speeches		Speeches
	Th 10/19	Speeches		Speeches
10	T 10/14	Speeches		Speeches
	Th 10/26	Reasoned Action Model/Influence Task #5: Advocacy	Ch. 5 (pp. 134-143) Clark, Ch. 7	
	T 10/31	Influence Task #5: Advocacy	Ch. 10	
	Th 11/2	Influence Task #6: Mobilizing Commitment	Ch. 14	
12	T 11/7	Advocacy arguments; dialogue; value argument	Posted reading	
	Th 11/9	No formal class; work on essay		
13	T 11/14	Rebuttal, and Dialogue		Advocacy Essay
	Th 11/16	Rhetorical Criticism/Review		
14	T 11/21	Examination #2		Exam #2
	Th 11/23	THANKSGIVING HOLIDAY		
	T 11/28	Speech #2: Advocating Change		Speeches
15	Th 11/30	Speeches		Speeches
	T 12/5	Speeches /Essay #2 Revisions Due		Speeches
16	Th 12/12	2 pm. Speeches (if needed)		Speeches