

## COMM379: PERSUASION SYLLABUS *Fall 2019*

### **PROFESSOR'S INFORMATION**

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**Office Phone:** 716-672-3260

**Office hours:** MWF: 8:45-9:30 AM & 2:15-3:00 PM

**Department Contact Information:** If you can't reach me, please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:

<https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication>

### **COURSE DESCRIPTION**

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, the course focuses on the integration of persuasion theory, research, and its practical application. We will take a broad-based approach to the scope of persuasion and thus expand your understanding of what persuasion is and how it is utilized. The class readings, discussions, and assignments will strengthen your knowledge of persuasion theory, the ways in which you can be an effective persuader, and help you become a more educated consumer of persuasive messages. To achieve this expectation, we will discuss how features of the sender (e.g., expertise and trustworthiness), the message (argument strength), and the receiver affect persuasive message in a variety of contexts including the media, politics, interpersonal relationships, and our culture.

### **COURSE OBJECTIVES**

By the end of this course, students should be able to:

- (1) identify, analyze, and employ persuasive theories, processes, and concepts in everyday communication encounters;
- (2) apply persuasive theories and techniques while analyzing persuasion in action through contexts such as advertising, political campaigns, and social movements;
- (3) recognize, deconstruct, and appraise how persuaders use communication to accomplish change; and
- (4) construct and use a critical perspective while developing your own persuasive message.

### **COURSE READINGS & REQUIRED MATERIALS**

Please complete the readings before the assigned class period.

- (1) Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice* (4th ed.). Dubuque, IA: Kendall-Hunt. ISBN: 978-1465217912
- (2) Borchers, T.A. (2013). *Persuasion in the media age* (3<sup>rd</sup> ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 978-1-57766-826-8
- (3) *New York Times* – Visit [nytimes.com/passes](http://nytimes.com/passes) and register using your @fredonia.edu email address. Here is a short video with log-in instructions ([http://youtu.be/M32a\\_XyRMSY](http://youtu.be/M32a_XyRMSY)). In addition to full access to the current edition, the academic pass allows for access to 100 archived articles, per user, per month.
- (4) Additional readings, including journal articles and popular press articles not found in the textbooks, will be available through OnCourse.

### **PREREQUISITES**

COMM101: Fundamentals of Communication

### **COURSE POLICIES**

**(1) Attendance:** Class begins promptly at 1:00 p.m., and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping during class, and (4) arriving late (after 1:00 p.m.) or leaving early five times. You are permitted

up to 5 absences. Upon your 6<sup>th</sup> absence, regardless of reason, your final grade will be reduced 10 points (1% of final grade) per absence. Students should notify Enrollment and Student Services staff member Ms. Deborah Lanski <deborah.lanski@fredonia.edu> if they will have three or more consecutive days of absences due to serious health issues or personal reasons.

Missing class for a university sanctioned activity is the only absence that will be excused (e.g., artistic performances, attending an academic conference, intercollegiate athletic events, student government, required class trips). Proof of absence for such an activity must be provided at least 48-hours prior to the event that will cause the student to miss class. Notes received the day of or after the event will not be accepted. Additionally, if a student attending a university sanctioned activity misses class on a day an assignment is due then the student must submit the assignment the class session prior to being gone.

**(2) Participation:** This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment. Unless stated otherwise, no participation assignments should be turned in to the professor prior to class, after class, or electronically.

**(3) Class Etiquette:** A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep mobile on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials, such as newspapers and items from other courses, must be stowed away when class begins.

**(4) Late Work:** Assignments are due within the first 5 minutes of class (by 1:05 p.m.). Deadlines apply even if you are not in class the day the assignment is due. **Turning in an assignment late requires professor approval at least 24 hours before the assignment is due.** Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., “my computer crashed,” “the Internet was down,” “the file wouldn't open,” “I forgot my computer in x town and didn't finish it,” “the printer was broken”) and inability to complete an assignment on time because of one's work schedule, personal life, fear of public speaking, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of reason, a late assignment will receive a significant grade deduction.

There will be a deduction of 3% deduction for failing to submit the written assignments in print or online. For instance, if you submit the assignment in print but fail to also submit it via an online dropbox there will be a 3% point deduction. If, however, you fail to submit the assignment in print and online by the established deadline and have not received professor approval to submit the assignment late you will receive a zero for the assignment.

**(5) Written work:** Written work will take the form of essays, in-class assignments, a LinkedIn profile, and a discussion forum.

**(5a)** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The assigned readings available through OnCourse along with the textbooks should be cited when applying course concepts or theories discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted.

**(5b)** With the exception of the LinkedIn assignment, all work must be submitted by the start of class and all written assignments must be composed in APA style. Turnitin will run an Originality Report on your written assignments. If the report significantly exceeds a maximum percentage there will be grade deduction or the professor may not accept the assignment.

**(5c)** Students must account for all sources cited in an assignment by using in-text citations and turning in a reference page. Failure to site sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the paper and the reference page. Failure to submit a reference page to account for in-text citations will result in a grade deduction.

**(5d)** You must use APA format to cite in-text citations, format reference pages and papers. APA requires that papers align text left, have 1” margins, are double spaced, have running head that includes page numbers in top right corner, stapled, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7 .P83 2010). You may also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for APA rules.

**(5e)** If you would like the professor to review a draft of an assignment you must email her the complete assignment at least 5 business days prior to the assignment due date. She will not proofread the document but will instead discuss the merits of the project.

**(6) Exams:** Once the exam has been distributed you cannot leave the room until you finish your exam. All arrangements for missing an examination must be made 24 hours prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for the assignment. If you miss the examination and have received permission to do so, you must make it up within a reasonable time (normally 72 hours or less). Students are expected to take the final exam on the designated day and time unless there are dire circumstances that require a student to take the final exam early.

**(7) Technology:** Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, respond to non-emergency text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

With the exception of students requiring an accommodation (an approved accommodation plan is required before audiotaping/video/digital photos are allowed), students creating unauthorized audio or video recording of lectures violates the professor’s intellectual property rights and if posted online may break copyright laws. Therefore, students may not take photographic, video, or audio recordings of any course material or during meetings without the professor’s verbal permission. Any permission granted will be for one-time only and does not extend to other class sessions, meetings, or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted and may not be shared with other individuals or entities for any purpose. If the professor suspects that a student is recording her without her mission the student will be asked to turn off the recording device immediately. Additionally, anything that the professor posts on OnCourse and discusses or distributes in the classroom or via email is considered her intellectual property. Therefore, you must ask for the professor’s permission prior to sharing the materials with anyone outside the class.

**(8) Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. All emails should be written using a standard professional formatting. This includes a clear subject heading, courteous greeting, proper spelling, mechanics, and grammar, respectful content, and an identifying signature. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours.

## COURSE ASSIGNMENTS

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM379 > Select the assignment you'd like to learn more about.

- (1) Exams (Exams I & II: 200 points each; Exam III: 100 points /500 total points):** You will take three exams that may include matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam I cover material learned from August 26 – September 27, Exam II will cover material learned from October 2 – November 6, and Exam III will cover content from November 11 – December 11.
- (2) Persuasive Op-Ed (250 total points):** News outlets depend on readers to write op-eds as a means for voicing citizens' concerns. The ability to state ideas clearly and back them up with proof is an especially important skill since opinionated self-expression is easier and more encouraged than ever before. In writing the 500-700 word ( $\approx$  2-3 pages) op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of persuasive communication theories, processes, and concepts. The op-ed should be supported with substantial scholarly research and utilize persuasive strategies discussed in class. Refer to the assignment guidelines for topic requirements and restrictions. Additionally, you will write a 500-750 word ( $\approx$  2-3 page) documentation essay that discusses the persuasive strategies used in your op-ed and an explanation of why you chose particular persuasive strategies.
- (3) Participation Assignments (250 total points):** Aside from the syllabus quiz, any assignment that requires you apply course concepts to real life is considered a participation assignment. You are expected to keep up to date on current events by reading news sources, such as *The New York Times*, so that you can apply course content to real life. Unless stated otherwise, all assignments should be typed, printed, and brought in to class on the assigned day. Assignments will not be accepted early, late, or electronically. You can only earn the participation points if you are in class that day; therefore, if you're absent the day an assigned participation is due you will earn a zero for the assignment. All assignment guidelines for the following participation assignments are provided in the "Assignment Resources: Participation" folder on OnCourse.

<b>Participation Assignment</b>	<b>Points</b>
1. Syllabus quiz (OnCourse)	10 pts.
2. Example I Assignment	40 pts.
3. Example II Assignment	40 pts.
4. LinkedIn profile, discussion forum, & one reply to peer	100 pts.
5. Fallacies Assignment	10 pts.
6. Job interviewing preparation worksheet & in-class assignment	30 pts.
7. In-class assignment: "E-team" documentary discussion questions	20 pts.

## COURSE GRADING

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution. The professor does not discuss grades over email. All grades are kept in OnCourse and will be updated regularly.

Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

## **COURSE GRADING CRITERIA**

“A” – **Artistic Mastery!** This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.

“B” – **Better’n Most!** This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix.

“C” – **Competent Comprehension.** This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.

“D” – **Deficient.** This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

<b>Final Grade</b>		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

## **COURSE ETHICS**

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

**(1) Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one’s own work to be copied, completing an exam or other assignment with another person, reading, without the professor’s consent, a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

**(2) Plagiarism.** Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website.

Review the SUNY Fredonia Academic Integrity Policy by clicking on this link <https://www.fredonia.edu/student-life/student-conduct/policies#academic>.

## **SUNY FREDONIA RESOURCES**

**(1) ITS Service Center** offers multimedia support for students. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall.

**(2) The Learning Center** provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

**(3)** Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact **the Office of Disability Support Services for Students (DSS)**, located on the 4th Floor of the Reed Library (716-673-3270 or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student. After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations. Here's DSS's website:  
<https://www.fredonia.edu/academics/disability-support-services>

**(4)** Additional resource information can be found on the Enrollment & Student Services page:  
<https://www.fredonia.edu/about/offices/enrollment-and-student-services>, click on the + next to services and select the service you'd like to learn more about.

### **DEPARTMENT OF COMMUNICATION**

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.

The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/department/communication/standards.asp>

You can reach the department secretary, Ms. Carol Smith, M-F from 9:00 a.m. – 3:00 p.m. Ms. Smith's phone number is 716-673-3410 and the office is located in McEwen Hall, Room 324.

**Weather advisory statement.** On-campus courses will not meet. Check OnCourse and Fredonia email for any changes to the schedule, assignments and deadlines. Online courses will continue to run.

**Copyright statement.** The materials provided by the instructor in this course are for the use of students enrolled in the course. All materials in the course are covered under this statement. Copyrighted course materials may not be further disseminated.

#### Some information taken from

Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from <http://commstudies.utexas.edu>

Marafiotte, T. (2016). COMM321: *Environmental communication syllabus*. Retrieved from

[http://home.fredonia.edu/sites/default/files/section/communication/\\_files/Syllabi/COMM\\_321.pdf](http://home.fredonia.edu/sites/default/files/section/communication/_files/Syllabi/COMM_321.pdf)

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from

<http://www.uni.edu/palczews/PolComm.htm>

#### Notes on schedule

\*Key: F & N = Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice*. B = Borchers, T.A. (2013). *Persuasion in the media age*.

\*Schedule Notes: The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.

Important Registrar Dates: Aug. 30 (final day to DROP courses), Oct. 24 (mid-semester grades available), and Nov. 8 (final day with WITHDRAW from course). Final grades will be available to students on Dec. 27 after 3:00 p.m.

**COMM379 FALL 2019 SCHEDULE\***

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>What's Due &amp; What to Bring to Class</b>
		<b>Topic 1: Introduction to Persuasion</b>		
1	8/26	Welcome to the course		
	8/28	The concept of persuasion	F&N: Ch. 1	
	8/30	Persuasion in contemporary society: Media ecology	B: Ch. 1 (pp. 3-16)	
2	9/2	<b>No Class: Labor Day</b>		
	9/4	Persuasion and the audience: Attitudes, definition, formation, & measurement Persuasion in contemporary society: Persuasion in media and culture	F&N: Ch. 2 B: Ch. 1 (pp. 16-32)	<b>All Students:</b> Syllabus Quiz in OnCourse (due by 11:59 p.m.)
	9/6	Role of theory in persuasion	F&N: Ch. 4 B: Ch. 2 (pp. 34-38)	<b>All Students:</b> Sign-up for “course example” assignment due dates
		<b>Topic 2: Persuasion in Media &amp; Campaigns</b>		
3	9/9	Early rhetorical theory: Ethos, logos, pathos & persuasive speaking situations	B: Ch. 2 (pp. 38-44)	<b>Persons 1-4:</b> Example I Assignment
	9/11	Uses & gratifications theory	B: Ch. 2 (pp. 59-60) <i>Reading available through OnCourse:</i> Grellhesl & Carter: UGT & Texting (skip sections 6 & 7)	<b>Persons 5-8:</b> Example I Assignment
	9/13	Cultivation theory	B: Ch. 2 (pp. 60-61) <i>Reading available through OnCourse:</i> Morgan & Shanahan: State of Cultivation	<b>Persons 9-12:</b> Example I Assignment
4	9/16	Reporting political news: News media bias – myths and realities	<i>Reading available through OnCourse:</i> Perloff: Reporting Political News	<b>Persons 13-16:</b> Example I Assignment <b>All Students:</b> Bring in a story from <i>The NYT</i> & technology with Internet access
	T, 9/17	[optional] Attend panel hosted by the Chautauqua County Women's Bar Association		<b>Extra credit [optional]:</b> Attend Constitution Day panel from 11-12:00 in the library's Garden Room (back area) & post summary to discussion forum
	9/18	Cognitive media effects: Agenda-setting & priming [optional] Attend Cameron Kasky's presentation	B: Ch. 2 (pp. 61-64)	<b>Persons 17-20:</b> Example I Assignment <b>All Students:</b> Bring in a story from <i>The NYT</i> & technology with Internet access <b>Extra credit [optional]:</b> Attend Cameron Kasky's presentation at 3:00 in King Concert Hall) & then post summary to discussion forum

Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
	9/20	Cognitive media effects: Media framing	<i>Readings available through OnCourse:</i> Entman: Towards Clarification Manusov & Harvey: Bumps & Tears	<b>Persons 21-25:</b> Example I Assignment <b>All Students:</b> Bring in a story from <i>The NYT</i> & technology with Internet access
5	9/23	Persuasive political campaigns	B: Ch. 12 (pp. 324-341)	
	9/25	Persuasive social movements #Metoo #Blacklivesmatter	B: Ch. 12 (pp. 341-350) <i>Readings available through OnCourse:</i> Langone: #MeToo Gilbert: The movement Hosking: The black police	<b>All Students:</b> Be prepared to connect #MeToo & #BLM to content discussed <b>Due [optional]:</b> Extra credit forum post on Constitution Day panel
	9/27	Advertising	B: Ch. 13 [bring textbook]	<b>All Students:</b> Bring in technology with Internet access & the B. textbook <b>Due [optional]:</b> Extra credit forum post on Cameron Kasky's presentation
6	9/30	Exam I (covers content learned August 26 – September 27)		<b>All Students:</b> Exam I
		<b>Topic 3: Persuasion in Interpersonal Contexts</b>		
	10/2	Social judgment theory	F&N: Ch. 5	<b>Extra credit [optional]:</b> Attend Dr. Ball's Lecture, "Life of a Klansman" from 2-3 PM in William's Center S204 & post summary to discussion forum
	10/4	Consistency & cognitive dissonance theory	F&N: Ch. 6 B: Ch. 2 (pp. 47-49)	<b>Persons 1-4:</b> Example II Assignment
7	10/7	Attribution Theory, self-perception theory Sequential request strategies	F&N: Ch. 7 B: Ch. 14 (pp. 386-389)	<b>Persons 5-8:</b> Example II Assignment
	10/9	Personal selling & presentation of self online	B: Ch. 14 (pp. 389-394) <i>Reading available through OnCourse:</i> Whitty: Revealing the Real Me (skip section 2)	<b>Due [optional]:</b> Extra credit ~ post an article about something we've discussed this semester and a short summary to our class LinkedIn hashtag (#COMM379: Persuasion) <b>Due [optional]:</b> Extra credit forum post on Dr. Ball's Lecture
	10/11	<b>No Class: Fall Break</b>		
8	10/14	Workday- Design LinkedIn profile & work on forum post [Meet in Story Lab – McEwen 106]		



Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
	10/16	Elaboration likelihood model	F&N: Ch. 9 B: Ch. 2 (pp. 51-54)	<b>All Students:</b> Step 1: Design LinkedIn profile & submit initial forum post by 11:59 p.m.
		<b>Topic 4: Forming the Argument &amp; Style</b>		
	10/18	Types of persuasive papers: Question of fact or question of policy Persuasive organizational patterns: Problem/solution, problem/cause solution, Monroe's Motivated Sequence Conducting academic research	<i>Readings available through OnCourse:</i> Lucas: Speaking to Persuade	<b>All Students:</b> Step 2: Respond to at least one peer's initial forum post by 11:59 p.m.
9	10/21	The reasoning process: Toulmin Model	B: Ch. 10 (pp. 268-285)	<b>All Students:</b> Bring B. textbook
	10/23	The reasoning process: Narrative Paradigm Theory	B: Ch. 10 (pp. 285-288) <i>Reading available through OnCourse:</i> Fisher: Narrative Paradigm	<b>Persons 9-12:</b> Example II Assignment
	10/25	The reasoning process: Evaluating a persuader's reasoning (fallacies!)	B: Ch. 10 (pp. 288-295) Go to: <a href="http://www.iep.utm.edu/fallacy/#H6">http://www.iep.utm.edu/fallacy/#H6</a> and read the fallacies' descriptions	<b>All Students:</b> Complete fallacy out-of-class assignment
10	10/28	Message factors: Content & style, emotional appeals and motivational appeals Extended Parallel Processing Model	F&N: Ch. 11 (pp. 231-249) B: Ch. 11	<b>Persons 13-16:</b> Example II Assignment
	10/30	Using language strategically: Powerful versus powerless speech and intense language	F&N: Ch. 11 (pp. 249-254) B: Ch. 7 (pp. 184-188)	
		<b>Topic 5: Persuasiveness of the Source</b>		
	11/1	Source factors	F&N: Ch. 10 B: Ch. 9 (pp. 239-245)	
11	11/4	Source's image & authenticity	B: Ch. 9 (pp. 245-256) <i>Reading available through OnCourse:</i> Louden & McCauliff: Authentic	<b>Persons 17-20:</b> Example II Assignment <b>All Students:</b> Op-ed topic posted to forum by 11:59 p.m.
	11/6	Persuasiveness of the source: Nonverbals, delivery, impression management, & image repair	B: Ch. 9 (pp. 256-264) <i>Reading available through OnCourse:</i> Benoit: Image Repair	<b>Persons 21-25:</b> Example II Assignment <b>All Students:</b> Bring in an example of a company or person who faced a crisis within the last 12 months <b>All Students:</b> Bring copy of Benoit's article
	11/8	Exam II (covers content learned October 2 - November 6)		<b>All Students:</b> Exam II

Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
		<b>Topic 6: Persuasion, Culture, &amp; Audience</b>		
12	11/11	Receiver characteristics & channel factors	F&N: Ch. 13 B: Ch. 5 (pp. 141-149)	
	11/13	Semiotics Defining culture & conflict	B: Ch. 2 (pp. 44-47) B: Ch. 8 (pp. 209-216)	<b>All Students:</b> Bring in technology with Internet access
	11/15	Workday on op-ed [Meet in Story Lab – McEwen 106]		
13	11/18	Ideology & Ideographs Cultural beliefs, values, behaviors	B: Ch. 7 (pp. 203-206) B: Ch. 8 (pp. 218-231) <i>Reading available through OnCourse:</i> Johnson: Brief history	<b>All Students:</b> Op-ed & documentation assignment
	11/20	Compliance-gaining	F&N: Ch. 12 (pp. 269-280) B: Ch. 14 (pp. 379-386)	<b>All Students:</b> Bring both textbooks
	11/22	TBD		
14	11/25-11/29	<b>No Class: Thanksgiving Holiday</b>		
15	12/2	Persuasion & a job interview	B: Ch. 14 (pp. 394-400)	<b>All Students:</b> Bring in F&N textbook
	12/4	Persuasion & a job interview in-class participation assignment Class meeting in Williams Center, 204D		<b>All Students:</b> Job interview preparation worksheet
	12/6	Ethical Issues in Persuasion & Propaganda	Ethics: B: Ch. 3 Ethics: F&N: Ch. 14 (optional reading) Propaganda: F&N: Ch. 12 (pp. 281-288)	<b>All Students:</b> Print/bring in example of propaganda
		<b>Topic 7: Wrapping up the Course</b>		
16	12/9	Watch “E-Team” documentary and work on in-class participation assignment <i>*Disclaimer: Topics discussed on 12/9 &amp; 12/11 may be sensitive and thus cause distress. Please let the professor know if you have concerns about this subject.</i>		
	12/11	Watch “E-Team” documentary and complete in-class participation assignment		<b>All Students:</b> E-team documentary DQ [completed during class]
	12/13	Exam III workday [Meet in Story Lab – McEwen 106]		
Finals Week	T, 12/17, 1:30-3:30	Exam III (covers content learned November 11 – December 11)		<b>All Students:</b> Exam III