COMM379: PERSUASION SYLLABUS
Fall 2020 (online)

Welcome to COMM379: Persuasion online!

Welcome to COMM379: Persuasion online! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM379. I'm looking forward to working with you this fall. As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of persuasion theory and enhancing your abilities to reflect upon the power of human symbolic activity. For instance, throughout the course I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. I've also located case studies that should stimulate in-depth discussion about communication and challenge your assumptions about your established values, attitudes, and beliefs. Continue reading the syllabus to learn more about our class and visit our OnCourse site. Please note that even if face-to-face courses on campus are cancelled online courses will continue to run.

PROFESSOR'S INFORMATION

Name: Dr. Angela McGowan-Kirsch

Email: mcgowan@fredonia.edu

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

Office hours: MWF: 11:15 AM - 12:30 PM via Zoom
- Join Zoom Meeting:
  https://fredonia-edu.zoom.us/j/94913649037?pwd=ck8vbG93N1N2QXl3YkltMjJYYkJFdz09
- Meeting ID: 949 1364 9037
- Password: 5202885375
  When you logon to Zoom Office Hours your video and audio will be muted. It's preferred that you have your video on during our office hours visit. If you need to turn your camera off you should have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that I can still see your face.
- I have enabled the "waiting room" feature. This means I will privately meet with one student at a time unless students ask to meet as a group. I will be notified that someone in the waiting room and will meet with that person once I finish with the student to whom I'm speaking.
- Office hours are set to only permit authenticated users to join. This means you will need to sign in to your Fredonia Zoom account before you can access our class. If you haven't authenticated your Fredonia Zoom account you can do so by clicking on this link: https://fredonia-edu.zoom.us/.

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 understanding of persuasion theory, the ways in which you can be an advocate, 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.

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, the political sphere, and social movements;
3. contextualize communication and the role of communicative practices in persuasive settings;
4. recognize, deconstruct, and appraise how people use persuasion to accomplish change.

REQUIRED MATERIALS: COURSE READINGS
Please finish the readings prior to completing the discussion posts, exams, and other assignments.
1. Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice* (3rd ed.). Dubuque, IA: Kendall-Hunt. ISBN: 978-1465217912
2. Borchers, T.A. (2013). *Persuasion in the media age* (3rd ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 978-1-57766-826-8
3. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (http://fredonia.libguides.com/library)

REQUIRED MATERIALS: TECHNOLOGY
1. Regular access to an electronic device such as a computer, tablet, or smartphone
2. Reliable Internet connection.
3. Technology that has clear video and audio.
4. *Preferred - Internet* connection that permits streaming of videos.
5. *Looking ahead to Week 11 -* The interview assignment requires that you have access to an electronic device (i.e., computer, tablet, or smartphone), webcam, microphone, audio/speaker, and 45 minutes of uninterrupted Internet access

PREREQUISITES
COMM101: Fundamentals of Communication

ONLINE CLASSROOM ETIQUETTE
The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. 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 with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others' ideas, and ground your own comments in principles of critical thinking. Class discussions online and virtually should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Never send angry messages (also known as "flames") even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately.

Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the

online environment may also be unsecure and could be forwarded to your professor or other administrative personnel.

If the class decides to hold a virtual meeting, we will adopt the same rules and norms as in a physical classroom (take notes, participate, wear classroom-ready clothes, etc.). It's expected that raise your hand before you contribute and mute your microphone when you're not speaking. Close browser tabs not required for participating in class. You should stay for the whole meeting, barring any technological issues. You should also dress appropriately and be aware of your surroundings – no illegal, racist, or sexist paraphernal, messy bedrooms, or undergarments should be seen in the background. Position yourself at a desk or table, not lying in bed. Join the course in a quiet place.

You can do one of two things to make yourself "seen": 1) Have your camera on with no filters distorting your face. If you go this route, make sure you have no backdrop or you may opt to use an appropriate Zoom backdrop, as long as it does not interfere with our ability to see your face or prove to be disruptive in any way. 2) Have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that if you have to turn your camera off, we can see your face.

You should follow the guidelines listed on the "Etiquette for PROFESSIONAL virtual meetings" that's available in OnCourse. Our success as a remote instruction course will depend on the same commitment we all bring to the physical classroom.

ONLINE COMMUNICATION POLICIES
You are required to use your Fredonia e-mail account in this course, because I will communicate with you through your Fredonia e-mail account and OnCourse. You are encouraged to check your email and the OnCourse "news forum" regularly to keep current. I will post class announcements to OnCourse's "latest news" box. These announcements will also be emailed to you.

Email is the best way to communicate with me, and I will check my Fredonia email between 9 a.m. and 5 p.m. I should reply to you within 24 hours unless I am traveling, it is the weekend, or Fredonia has a university sanctioned break.

Questions? Please refer to the syllabus, emails from me, files posted to OnCourse, the "latest news" and "ask for help" forums *prior* to emailing the me a question.

COURSE WORKFLOW
The course begins **Monday, August 24, 2020 and the final learning plan will end on Monday, December 14, 2020 @ 8 a.m.**

There are no required times that you must be online with others at the same time nor are you required to meet with anyone face-to-face. You should, however, plan to login to the course regularly to keep current with the course.

(1) Learning Plans: Each week's learning plan will open on **Monday at 8 a.m.** You will want to review the learning plan at the beginning of each unit period. Learning plans will start on Monday at 8 a.m. and end on the subsequent Monday, also by 8 a.m. Learning plans will require that you read the assigned readings in textbooks and those that are available as PDFs or hyperlinks. You will also be examining online videos, images, and other communicative acts to augment a week's readings. Each week's learning plan may include a video message from me, lectures in the form of videos or books, discussion forum posts, a page, quiz, and/or a Turnitin dropbox.

(2) Deadlines: Unless stated otherwise in the course schedule, such as "Step 1" for a discussion forum post, you will submit your work by **Monday at 8 a.m.** Due dates are subject to change. Notification of schedule adjustments will be made via email, the "news forum," and "latest news" box in OnCourse.

(3) Discussion Forums: To ensure that the class has adequate, in-depth discussions you should post to discussion forums that include "[2 steps]" at least one time by **Friday at 8 a.m.** Then, the rest of your discussion posts are due by **Monday at 8 a.m.** I will also be a part of the discussion and will pose additional questions that you are free to answer. Visit OnCourse to read more about the discussion forums.

(4) Time Commitment: You should spend about the same amount of time on this course as you would in any undergraduate, semester-long face-to-face course. Consequently, the "in class" learning activities and lectures will take around 150 minutes per week. You should also spend about 6 hours outside of class studying and preparing each of week's learning plan (reading, working on assignments, etc.).

(5) Grades/Feedback: Grades and feedback for the past week's learning plan will be available through OnCourse by **8 p.m. on Thursdays** the week the learning plan closes. Grades are communicated via Gradebook, your Google Drive Folder, and Open Grader. Grades will be updated in OnCourse regularly.

COURSE POLICIES
(1) Attendance: Although you are not required to be at a specific location at a specific time students are responsible for logging into and participating in the online course on a regular and timely basis.

(2) OnCourse Profile: To help me see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > Click on dropdown menu > User details: Edit profile > drag and drop a current photo or upload a photo from your device.

(3) Submitting Work: You will submit all your work through OnCourse and a Google Drive Folder. You are required to create a Google Drive Folder and share the folder link with me via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM379 and must provide me with the ability to edit, comment, or view shared files that are found in the folder. You will take your exams through OnCourse and post your answers to discussion forum prompts on OnCourse. You will also upload the documentary film essay to a Turnitin dropbox and your Google Drive folder. Your LinkedIn profile will be completed using the LinkedIn website. You will complete the mock interview using "Big Interview."

(4) Late work: All assignments are due by a **Monday at 8 a.m**. even if you are not online at this time. 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 and will require proof for why you need an extension. For instance, a death in the family would require that you email me a link to the obituary or a photo of the funeral card.

Failures of technology (e.g., "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it") and inability to complete an assignment on time because of one's work schedule, personal life, procrastination, other coursework deadlines, not knowing the course started or learning plan closed, 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.

If you experience a technology issue within 24 hours of an assignment due date, I require that you email me proof of the issue. For instance, if you receive an error message in OnCourse you need to take a screenshot of the message and email it to me. Make sure I can see the time that you encountered the issue. If you experience an Internet shortage within 24 hours of the learning plan closing you need to take a screenshot of a graph showing the impacted areas and email it to me right away. You can normally find the graph by looking on your Internet provider's website or downdetector.com: https://downdetector.com.

(5) <u>Written work</u>: Written work will take the form of discussion forum posts, documentation essay, and a documentary essay. You will also design a LinkedIn webpage that uses theories of persuasion to create your online brand and persuade people to hire you.

(5a) Your research should always 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 course textbooks and readings available through OnCourse do not count toward the source requirement, yet, can still be cited when applying course concepts 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 unless stated otherwise.

(5b) Students must account for all sources cited in an assignment by using in-text citations and including a reference section. 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 assignment and the reference section.

(5c) You must use APA 6th or 7th edition 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, 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 (https://www.apastyle.org/) and Purdue Owl (https://owl.purdue.edu/redirect.html) for APA rules.

(5d) If you would like me to review a draft of an assignment you must email me the complete assignment at least 6 days prior to the assignment due date. I will not proofread the assignment but will instead discuss the merits of the assignment.

(5e) You must name your assignment's file - MyLastName-COMM379AssignmentName. (fill in the "AssignmentName"). You should upload a file to Turnitin using .doc or .pdf format. When submitting a written assignment through Google Drive you should upload a Google Doc or .doc file.

(5f) With the exception of discussion forum posts, all written assignments will be submitted online using a Turnitin dropbox and a Google Drive folder that the student creates.

(5g) Standard deductions for written assignments include: -3% for failing to meet the essay length requirements, -3% for not following APA style guidelines, - 5% for altering the font type/size and/or deviating from margin requirements, -10% for failing to submit a reference page that accounts for paper's in-text citations, -10% if Turnitin score severely exceeds the maximum percentage allowed.

(6) <u>Exams</u>: The two course exams will be administered using OnCourse. You will have 80 minutes complete each 40-question exam. You should take all exams alone so do not communicate with another student while taking an exam or help a student who is taking an exam. All arrangements for missing an exam must be made 24 hours prior to the time the exam period is scheduled to end. 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).

(7) <u>Technology</u>: 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. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a camera and audio. A device with a keyboard may be better to use than a smartphone for discussion forum posts and other assignments. You will also need regular, preferably daily, access to OnCourse.

OnCourse tech issue? Contact Fredonia's IT department. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall. If you'd like me to help you troubleshoot a tech issue you should email me screenshots so I can see the issue. Keep in mind I only check email from 9 a.m. – 5 p.m.

COURSE ASSIGNMENTS

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

(1) **Syllabus Test (5 points):** After you read the syllabus, you will take a 10-question multiple choice syllabus quiz. This assessment tool will test your understanding of information presented in this syllabus. It serves a second purpose - to give you a chance to take a low-stakes test prior to taking you first exam.

(2) **Exams I & II (100 points each /200 total points):** Two times during the semester you will take a 40 question multiple choice, matching, and/or true-false exam in which each question is worth 2.5 points. Each exam will test your understanding of the content covered during a specific period of time. You will <u>only</u> have 80 minutes to complete the exam. You can expect to see 2-5 questions per chapter. A study guide is provided for each exam.

(3) **Discussion Forum Posts (25 points each/450 total points):** You are required to complete 18 discussion forum posts. Every week you will be asked to reflect on and respond to 1-2 discussion forum questions that I pose. The contribution should answer all parts of the question accurately, demonstrate a thorough understanding of the topic, use proper grammar/mechanics, draw on concrete examples, and select appropriate passages and paraphrase them correctly. The original forum post should be 250-700 words.

Additionally, some forums will require that you read the answers posted by your classmates and respond to at least one of their postings. The response to a peer post should: (a) acknowledge the person's points and explain whether you agree or disagree with your peer's message by using personal experience and outside sources to support their argument, (b) offer a different perspective, and (c) ask an open-ended question to further the conversation. If relevant, you could also (d) provide an online resource relevant to the topic, (e) provide a summary of the ideas posted so far, or (f) offer an analogy.

(4) **Power of Persuasion in the Job Search: LinkedIn (profile: 125 points, documentation essay 65 points/190 total points):** LinkedIn has become a standard way to build virtual and personal professional networks. The purpose of this assignment is to help students to shape their presence in the professional world by building a LinkedIn profile that uses content learned in COMM379. When complete, your LinkedIn profile should be a type of resume.

Additionally, you will write a 500-1000 words (≈ 2-4 pages) documentation essay that discusses the persuasive strategies you utilized while building your LinkedIn profile. In this essay you explain why you chose particular persuasive strategies. You must pinpoint specific examples from the LinkedIn profile and explain how/why the example demonstrates the persuasive theory or concept. You will use 3+ scholarly source to explain (1) your approach to framing the profile, (2) the 3 persuasive strategies (excluding the Toulmin Model and ELP) you employed in your LinkedIn profile, and (3) the potential effect your profile will have on the 3 characteristics of the audience (including psychological characteristics, 1 demographic characteristic, audience segmentation, and/or psychographics).

(5) **Power of Persuasion in the Job Search: Mock Job Interview (43 points):** You will conduct an interview through "Big Interview." You will need to allot 45 minutes to complete the interview. You will be presented with 9 interview questions that you must answer in under 1:30 minutes. Prior to conducting the interview, you should register with Big Interview: https://fredonia.biginterview.com/.

Afterwards, you will compose a discussion forum post in which you answer and diagram two interview questions and paste a hyperlink to your interview. Then, you will scan the forum for someone whose original forum post does not have a response. You will watch that person's interview and offer feedback as you watch it. You will return to the discussion forum and construct a 100-200 word response that (a) offers perspective on the person's interview, (b) provides an online resource relevant to something the person discussed or a resource that will help the student strengthen his/her/their interview skills, (c) draws connections between the interview you completed and the one your peer completed, and (d) offer feedback on body language, oral communication, and question responses.

(6) Documentary Film Application Essay (125 points): This assignment is designed to help build a bridge between the practical and the theoretical and lays the groundwork for you to be able to assess and evaluate theories of persuasion using a documentary. You will select a documentary that is at least 60-minutes in length, produced by a credible director, discusses a social issue, and has a goal of persuasion. After you post the information to the "documentary essay topic" discussion forum and receive professor approval, you should watch the documentary. One you finish watching the documentary, you will write a 750-1250 word (≈ 3-5 pages) essay that connects concepts learned in the course to content viewed in the documentary. I will provide a list of questions you should consider when watching the documentary and while writing your essay. You will answer at least 5 questions. You should use at least 5 scholarly sources to define and explain the course concepts you see in the documentary. You will then share your findings with your classmates via the "documentary forum."

COURSE GRADING
Final grades are based on an absolute point 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 below is used to compute final grades. Borderline grades may, at my discretion, 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-). All grades are kept in OnCourse and will be updated regularly.

Final Grade Scale		
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

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 a virtual appointment with the me 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. All grades are kept in OnCourse and updated regularly.

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 for next time.

"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.

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 my 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 I suspect a violation of the Academic Integrity Policy, I will collect necessary information and materials related to the offense and then contact the student. If I find that a violation has occurred, I 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 these 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). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me 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 me to discuss any needed accommodations. It is at that point that I 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.

FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

Fredonia's Code of Conduct, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons." In the context of a national pandemic, this means that you must wear proper face coverings, maintain proper social distancing, and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; with the added stress of COVID-19, it is easier than ever. Please know that we are here to help!

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.

Parts of this syllabus are adapted from
Gradel, K. (2012). *EDU 349: Education Psychology syllabus*. Fredonia, NY: SUNY Fredonia.
Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.
Lohiser, A. (2020). Personal communication.
Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from http://www.uni.edu/palczews/PolComm.htm

Course Schedule**
COMM379: Persuasion Online
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Complete each assigned reading & lecture prior to posting to the discussion forums.

Learning Plan 1: August 24 - August 31 @8AM
Week 1

Topics:	**Assigned Readings:**
1. Welcome to the course	Course syllabus: PDF reading
2. The concept of persuasion	F & N: Ch. 1
3. Persuasion in contemporary society: Media ecology	B: Ch. 1

Assignments:	**Deadlines:**
• Discussion forum: Media & Persuasion Step 1	F, Aug. 28 @ 8 AM
• Discussion forum: Media & Persuasion Step 2	M, Aug. 31 @ 8 AM
• Discussion forum: Concept of Persuasion	M, Aug. 31 @ 8 AM
• Student Information Survey	M, Aug. 31 @ 8 AM
• Quiz: Syllabus	M, Aug. 31 @ 8 AM
• Google Drive Folder: Create a Google Drive folder. Share the folder's link with mcgowan@fredonia.edu.	M, Aug. 31 @ 8 AM

Learning Plan 2: August 31 - September 7 @8AM
Week 2

Topics:	**Assigned Readings:**
1. Persuasion and the audience: Attitudes, definition, formation, & measurement	F&N: Ch. 2
2. Role of theory in persuasion	F&N: Ch. 4 B: Ch. 2 (pp. 34-38)

Assignments:	**Deadlines:**
• Discussion forum: Persuasion Theory & the Audience Step 1	F, Sept. 4 @ 8 AM
• Discussion forum: Persuasion Theory & the Audience Step 2	M, Sept. 7 @ 8 AM
• Survey-Feedback on Learning Plans 1-2	M, Sept. 7 @ 8 AM

Topics:	**Assigned Readings:**
1. Uses & gratifications theory	B: Ch. 2 (pp. 59-60) Grellhesl & Carter: PDF reading (skip sections 6 & 7)
2. Cultivation theory	B: Ch. 2 (pp. 60-61) Morgan & Shanahan: PDF reading
3. Early rhetorical theory: Persuasive Speaking Situations, Artistic Proofs, & Inartistic Proofs	B: Ch. 2 (pp. 38-44)

Assignments:	**Deadlines:**
• Discussion forum: UGT & CT Step 1	F, Sept. 11 @ 8 AM
• Discussion forum: UGT & CT Step 2	M, Sept. 14 @ 8 AM
• Discussion forum: Early Rhetorical Theory	M, Sept. 14 @ 8 AM

Topics:	**Assigned Readings:**
1. Cognitive media effects: Agenda-setting & priming	B: Ch. 2 (pp. 61-64) McCombs & Shaw: PDF reading
2. Cognitive media effects: Media framing	Entman: PDF reading Manusov & Harvey: PDF reading
3. Reporting Political News	Perloff: PDF reading

Assignments:	**Deadlines:**
• Attend Constitution Day virtual lecture extra credit [optional attendance]	Th, Sept. 17 @ 4 PM
• Discussion forum: Media Framing & Agenda-setting Step 1	F, Sept. 18 @ 8 AM
• Discussion forum: Media Framing & Agenda-setting Step 2	M, Sept. 21 @ 8 AM
• Discussion forum: Constitution Day lecture Extra credit [optional]	M, Sept. 21 @ 8 AM
• Begin preparing for Exam I	End of Learning Plan 5

Learning Plan 5: September 21– September 28 @8AM
Week 5

Topics:

1. Persuasive political campaigns

2. Persuasive social movements

Assigned Readings:

B: Ch. 12 (pp. 324-341)

B: Ch. 12 (pp. 341-350)
Stewart, Smith, & Denton: PDF reading

Assignments:

- Discussion forum: Constitution Day lecture extra credit [optional assignment]
- Discussion forum: Political Campaigns & Social Movements Forum: Step 1
- Discussion forum: Political Campaigns & Social Movements Forum: Step 2
- Exam I (covers content discussed during Learning Plans 1-5)

Deadlines:

F, Sept. 25 @ 8 AM

F, Sept. 25 @ 8 AM

M, Sept. 28 @ 8 AM

M, Sept. 28 @ 8 AM

Learning Plan 6: September 28 – October 5 @8AM
Week 6

Topics:

1. Consistency & cognitive dissonance theory

2. Attribution Theory, self-perception theory

3. Sequential request strategies

4. Social judgment theory

Assigned Readings:

F&N: Ch. 6
B: Ch. 2 (pp. 47-49)

F&N: Ch. 7
B: Ch. 14 (pp. 386-389)

F&N: Ch. 5

Assignments:

- Discussion forum: CDT, AT, & SPT Step 1
- Discussion forum CDT, AT, & SPT Step 2
- Discussion forum: SJT

Deadlines:

F, Oct. 2 @ 8 AM

M, Oct. 5 @ 8 AM

M, Oct. 5 @ 8 AM

Learning Plan 7: October 5 – October 12 @8AM
Week 7

Topics:

1. Elaboration likelihood model

2. Message factors: Content & style, emotional appeals and motivational appeals
3. Extended Parallel Processing Model

4. Using language strategically: Powerful versus powerless speech and intense language

Assigned Readings:

F&N: Ch. 9
B: Ch. 2 (pp. 51-54)

F&N: Ch. 11 (pp. 231-249)
B: Ch. 11

F&N: Ch. 11 (pp. 249-254)
B: Ch. 7 (pp. 184-188)

Assignments:

- Discussion forum: ELM & EPPM Step 1
- Discussion forum: ELM & EPPM Step 2

Deadlines:

F, Oct. 9 @ 8 AM
M, Oct. 12 @ 8 AM

Learning Plan 8: October 12 – October 19 @8AM
Week 8

Topics:

1. Advertising

2. The reasoning process: Evaluating a persuader's reasoning (fallacies!)

3. The reasoning process: Toulmin Model

Assigned Readings:

B: Ch. 13

B: Ch. 10 (pp. 293-295)

B: Ch. 10 (pp. 268-285)

Assignments:

- Discussion forum: Advertising & Fallacies Step 1
- Discussion forum: Advertising & Fallacies Step 2
- Questionnaire: Mid-semester feedback
- Begin preparing for Exam II

Deadlines:

F, Oct. 16 @ 8 AM
M, Oct. 19 @ 8 AM
M, Oct. 19 @ 8 AM
End of Learning Plan 9

Topics: **Assigned Readings:**
1. Source factors   F&N: Ch. 10
                                                     B: Ch. 9 (pp. 239-245)

2. Persuasiveness of the source: Nonverbals,   B: Ch. 9 (pp. 256-264)
   delivery, impression management, & image repair   Benoit: PDF reading

3. Source's image & authenticity   B: Ch. 9 (pp. 245-256)
                                                     Louden & McCauliff: PDF reading

Assignments: **Deadlines:**
- Discussion forum: Source Factors & Crisis Step 1   F, Oct. 23 @ 8 AM
- Discussion forum: Source Factors & Crisis Step 2   M, Oct. 26 @ 8 AM
- Exam II (covers content discussed during Learning Plans 6-9)

Topics: **Assigned Readings:**
1. Receiver & channel factors   F&N: Ch. 13
                                                     B: Ch. 5 (pp. 141-149)

2. Social Information Professing Theory & presentation of   B: Ch. 14 (pp. 389-394)
   self online   Walther: PDF reading
                                                     Whitty: PDF reading (skip section 2)

3. Message Factors: Tactics & Strategies   F&N: Ch. 12 (pp. 269-280)
                                                     B: Ch. 14 (pp. 379-386)

Assignments: **Deadlines:**
- Discussion forum: Receiver Characteristics &   F, Oct. 30 @ 8 AM
  Compliance-gaining Step 1
- Discussion forum: Receiver Characteristics &   M, Nov. 2 @ 8 AM
  Compliance-gaining Step 2
- Discussion forum: Personal selling Forum   M, Nov. 2 @ 8 AM
- Begin preparing for Job Interview Assignment   F, Nov. 13 @ 8 AM

Learning Plan 11: November 2 – November 9 @8AM
Week 11

Topics:	Assigned Readings:
1. Semiotics	B: Ch. 2 (pp. 44-47) Barthes: PDF reading
2. Defining culture & conflict	B: Ch. 8 (pp. 209-216)
3. Ideology & Ideographs	B: Ch. 7 (pp. 203-206) Smith: PDF reading
4. Cultural beliefs, values, behaviors	B: Ch. 8 (pp. 218-231)

Assignments:	Deadlines:
• Discussion forum: Semiotics & Ideology Step 1	F, Nov. 6 @ 8 AM
• Discussion forum: Semiotics & Ideology Step 2	M, Nov. 9 @ 8 AM
• Extra credit: LinkedIn #COMM379 post [optional]	M, Nov. 9 @ 8 AM
• Begin preparing for Job Interview Assignment	F, Nov. 13 @ 8 AM

Learning Plan 12: November 9 – November 16 @8AM
Week 12

NOTE₁: Technology requirements for this week's major assignment: Electronic device such as a computer, tablet, or smartphone along with a webcam, microphone, audio/speaker, uninterrupted Internet access

NOTE₂: Location requirement for this week's major assignment: You will need a space that has a professional background and no noise. You will not be able to wear a mask so make sure no one is around you.

Topics:	Assigned Readings:
1. Persuasion & a job interview	B: Ch. 14 (pp. 394-400)
2. Interview-Before & During	CDO's Interviewing Tips webpage Watch a few Careerspots videos Watch a few Big Interview "fast track" and "mastery track" videos Read/watch Big Interview's "The ultimate guide to job interview questions"

Assignments:	Deadlines:
• Job interview-Big Interview	F, Nov. 13 @ 8 AM
• Discussion forum: Job Interview Step 1	F, Nov. 13 @ 8 AM
• Discussion forum: Job Interview Step 2	M, Nov. 16 @ 8 AM

Learning Plan 13: November 16 – November 23 @8AM
Week 13

Topics:
1. Creating a LinkedIn profile
2. How to: Create a LinkedIn Profile
3. Prof. Austin's How to: Use LinkedIn for Beginners

Assigned Readings:

Big Interview webpage & video

LinkedIn video

Prof. Heather Austin video [and any of her other LinkedIn videos]

Assignments:
- LinkedIn Profile
- LinkedIn documentation essay
- Share LinkedIn profile hyperlink
- Extra credit: Discuss interview with someone in the CDO [optional]

Deadlines:
M, Nov. 23 @ 8 AM
M, Nov. 23 @ 8 AM
M, Nov. 23 @ 8 AM
M, Nov. 23 @ 8 AM

Learning Plan 14: November 23 – November 30 @8AM
Week 14 [Thanksgiving Break]

Topics:
1. Persuasion in film
2. Assignment Guidelines: Documentary Application Essay

Assigned Readings:
About-Documentary PowerPoint PDF file

Assignments:
- Discussion Forum: Documentary Film Topic
- Watch a documentary

Deadlines:
M, Nov. 30 @ 8 AM
Learning Plan 15

Learning Plan 15: November 30 – December 7 @8AM
Week 15

Topics:
1. Ethical Issues in Persuasion & Propaganda

Assigned Readings:
Ethics: B: Ch. 3
Ethics: F&N: Ch. 14 (optional reading)
Propaganda: F&N: Ch. 12 (pp. 281-288)

Assignments:
- Watch a documentary
- Discussion forum: Documentary Step 1
- Discussion forum: Documentary Step 2
- Documentary Application Essay

Deadlines:
F, Dec. 4 @ 8 AM
F, Dec. 4 @ 8 AM
M, Dec. 7 @ 8 AM
M, Dec. 7 @ 8 AM

FINALS WEEK

This plan opens on F, Dec. 4 so that students who finish Learning Plan 15 early can complete these final assignments.

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Topics:
  1. No new topics discussed this week

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 Assigned Readings:
None

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Assignments:
  • Discussion Forum: Farewell to class
  • Extra Credit: Discussion Forum: Who Taught You Something New? [optional]
  • Survey: End-of-term survey
  • Double check all grades to make sure everything is accurate

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 Deadlines:
 M, Dec. 14 @ 8 a.m.
 M, Dec. 14 @ 8 a.m.

 M, Dec. 14 @ 8 a.m.
 M, Dec. 14 @ 8 a.m.

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** 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.
  • Last day to **drop** the course is Friday, August 28.
  • **Mid-semester grades** are available to students on Thursday, Oct. 15.
  • The last day to **withdraw** from the course is Friday, November 5.
  • **Final grades** are due to the Registrar's Office on Wednesday, December 16 and will be made available through OnCourse.
  • **Final grades** are available to students through Your Connection on Thursday, December 17.