

**COMM379: PERSUASION SYLLABUS**  
*Summer Session I, 2017 (online)*

Welcome to COMM379: Persuasion online! My name is Dr. McGowan, and I'm your professor for COMM379. I'm looking forward to working with you this summer. 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.

### 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. The study of social movements, in particular, offers a means for understanding how persuasive messages encourage human action; therefore, we will examine how activists use persuasive communication to organize, mobilize, and influence Americans.

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; and
4. recognize, deconstruct, and appraise how people use persuasion to accomplish change.

### COURSE READINGS & MATERIAL REQUIREMENTS

Please finish the readings prior to completing the discussion activities and discussion posts.

1. Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice* (3<sup>rd</sup> ed.). Dubuque, IA: Kendall-Hunt. ISBN: 978-1465217912
2. Supplemental reading materials, 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>)
3. Technology that has clear audio

#### ANGELA MCGOWAN, PHD

##### Instructor Information

- Office: McEwen Hall 304A
- Email: [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)
- Professional Website:  
<http://angelammcgowan.weebly.com>

##### Office Hours

###### Google Chat

- M&W: 1:00 – 2:30 p.m.
- T&Th: 12 p.m. – 1:30 p.m.

Click on this link to learn how to start a chat in Gmail  
<https://support.google.com/chat/answer/161880?hl=en>.

Also, you can make a virtual appointment with me.

You can video chat with me using [Skype](#), [Google Hangout](#) or [Collaborate](#). Please send me an email to request a virtual appointment.

4. Internet connection that permits streaming of videos

### 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 daily readings, consider others' ideas, 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.
- 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 the professor 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.
- For additional netiquette tips and rules, check out this infographic by clicking on the link:  
<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-forums/>

### COURSE COMMUNICATION POLICIES

- You are required to use your Fredonia e-mail account in this course, because the professor will communicate with you through your Fredonia e-mail account. You are encouraged to check your email regularly to keep current.
- 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 24 hours.
- **Questions?** Please refer to the syllabus along with emails from the instructor and handouts available through OnCourse *prior* to emailing the professor a question.
- The professor will post class announcements to OnCourse's "latest news" box. These announcements will also be emailed to you.
- You also can communicate with the professor via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail  
<https://support.google.com/chat/answer/161880?hl=en>

### COURSE WORKFLOW

- The course begins Monday, May 22, 2017 and the final learning plan will end on Friday, June 23, 2017.
- 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 regularly to keep current with the course.
- **Learning Plans:** Each week's learning plan will open on **Mondays by 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 a subsequent Monday, also by 8 a.m. (with the exception of Memorial Day and the final week of the summer term).
  - Learning plans will require that you read your textbook. You will also be examining online videos, images, and other communicative acts to augment the week's readings. In addition to completing learning activities and discussion forum posts, you will receive feedback online, too.
- **Deadlines:** Assignments, including discussion posts, are due the last day that all work for the learning plan may be submitted. You will submit your work by **Mondays by 8 a.m.** Depending on the progression of the course, due dates are subject to change. Notification of schedule adjustments will be made via email and posted to the "latest news" box in the top right of the COMM379 OnCourse page.

- **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 2 hours prepping for each of those sessions (reading, working on assignments, etc.).
- **Discussion Forums:** To ensure that the class has adequate, in-depth discussions, you should post to the assigned discussion forum at least one time by **Thursday at 8 a.m.** Then, the rest of your discussion posts are due by **Monday at 8 a.m.** The professor will also be a part of the discussion and will pose additional questions that you are free to answer. Visit this link to read more about the discussion forums:  
<https://oncourse.fredonia.edu/mod/resource/view.php?id=153994>.
- **Grades/Feedback:** Grades and feedback for the past week’s learning plan will be available through OnCourse by **11 p.m. on Fridays**. Grades are communicated via Gradebook and will be updated regularly. You can see feedback for forum posts, exams, essays, and learning activities next to the grade.

## COURSE POLICIES

- **Attendance:** Although in an online course a student is not required to be at a specific location at a specific time, the student is responsible for logging into and participating in the online course on a regular and timely basis.
- **OnCourse Profile:** To help the professor see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > user details (middle left) select edit profile > drag and drop a current photo.
- **Submitting Work:** You will submit your essays and learning activities through OnCourse (Assignment/Turnitin), take your exams through OnCourse, and post your answers to discussion questions to discussion forums on OnCourse.
- **Late work:** Deadlines apply even if you are unavailable the day the assignment is due. All assignments are due by **Monday at 8 a.m.** and may not be accepted or receive a severe grade deduction if it is turned in late. Failures of technology (e.g., “my computer crashed,” “the file won’t open,” etc.) will not lead to an extension of the deadline. All arrangements for missing an assignment must be made at least 24 hours prior to the due date. If such arrangements are not made then you may not be allowed to make up the assignment and will earn a zero for the assignment.
- **Written work:** 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 course textbook and assigned readings do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the textbooks.

You must name your assignment’s file - MyLastName-COMM379Assignment#. (fill in the #). You should upload a file using .doc or .pdf format. Click on this link to see detailed directions about how to submit your assignment <https://www.umass.edu/it/support/moodle/submit-assignment-moodle>. You can re-submit a file up to three times but only before the deadline. Once the deadline passes, the assignment dropbox will close and you will be unable to upload a file.

All written work must be submitted online using either the “Assignment” or “Turnitin” resources on OnCourse. Regarding Turnitin, an Originality Report will be run on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student’s assignment.

Furthermore, all work must be written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, includes section headings, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse. Also refer to the American Psychological

Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- **Exams:** Exams will be administered using OnCourse. You will have an established amount of time, 90 minutes, to complete the exam. You cannot start and stop the exam. All arrangements for missing the exam must be made 48 hours prior to the time the exam period is scheduled to end. If such arrangements are not made, then no make-up exam will be given, and you will receive a zero for that assignment. If you miss the exam and have a legitimate reason for doing so, you must make it up within a reasonable time (normally 72 hours or less).
- **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. Course assignments and readings will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse. Students also need technology that has audio.

## COURSE ASSIGNMENTS

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

1. **Exams (200 points each/400 total points):** You will have two exams that may include fill-in-the-blank, multiple choice, and/or short answer. Application and identification are stressed more than memorization of material. Exam I can be taken anytime during Learning Plan 3 and will cover content learned from May 22-June 5. Exam II will be taken anytime during Learning Plan 5 and will cover content learned from June 5-June 19. Each exam will be timed, and you will only have 90 minutes to complete each exam. This means you have to study for the exam as you would if you were taking a FTF class and be prepared to take the exam without using notes or the book.
2. **Discussion Forum Posts (25 points each/275 total points):** You are required to complete 11 discussion forum posts. Every week you will be asked to reflect on and respond to at least two discussion forum questions created by the professor. 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. Additionally, some forums will require that you read the answers posted by your classmates and respond to at least one of their postings.
3. **Learning Activities (30 points each/150 total points):** Over the course of the term, you will complete 5 learning activities. For 4 of the learning activities, the professor will share a writing prompt that asks you to apply course content to “real life.” You will be asked to examine online videos, images, and/or other communicative acts to augment the week’s readings. You then upload your learning activities to an “assignment” resource on OnCourse. One learning activity is a quiz that’s meant to help you prepare for your first exam.
4. **“Freedom Riders” Application Essay (150 points) & Quiz (25 points):** This assignment asks you to watch the PBS documentary “Freedom Riders” (<https://www.youtube.com/watch?v=DcvsWXrS2PI>). Then, you will take a 10-question quiz that tests your understanding of the documentary. After you take the quiz, you will write an essay that connects concepts learned in the course to content viewed in the “Freedom Riders” documentary. The professor will provide a list of questions you should consider when watching the documentary and while writing your essay. You do not need to answer all the questions, but you should consider at least four of them while writing the essay.

**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 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-).
- After a grade is returned, the student has 3 days to resolve questions about the grade with the professor. If you wish to discuss a grade, you must set up an online appointment with the professor no later than 3 days after the assignment is returned. Prior to the online 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 4 after the time of grade distribution.

**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.

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

**COURSE ETHICS**

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

- 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, 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. Review the SUNY Fredonia Academic Integrity Policy by clicking on these link <http://www.fredonia.edu/StudentAffairs/JudicialAffairs/policies.asp#academic>
- 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:

[http://www.fredonia.edu/studentaffairs/judicialaffairs/academic\\_policy.asp](http://www.fredonia.edu/studentaffairs/judicialaffairs/academic_policy.asp)

**SUNY FREDONIA RESOURCES**

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

**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.

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.  
 Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

**TENTATIVE COURSE SCHEDULE \*\***

Week	Learning Plan	Assigned Readings, Tasks, & Deadlines
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<p>1 M, 5/22 at 8 a.m.  - thru -  T, 5/30 at 8 a.m.</p>	<p>1</p>	<p><b>Note</b> To accommodate students who are out of town for Memorial Day, tasks completed during learning plan 1 will be due on T, May 30 at 8 a.m.</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>F &amp; N: Ch. 1 – Concept of Persuasion</li> <li>F &amp; N: Ch. 2 – Attitudes: Definition, Formation, and Measurement</li> <li>F &amp; N: Ch. 4 – Role of Theory in Persuasion</li> </ul> <p><b>Tasks</b></p> <table border="0"> <tr> <td>Discussion</td> <td>Icebreaker Forum Step 1</td> <td><b>Due Dates</b></td> </tr> <tr> <td>Forums</td> <td>Icebreaker forum Step 2</td> <td>Thurs., 5/25 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 1 Forum</td> <td>Tues., 5/30 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 2 Forum Step 1</td> <td>Tues., 5/30 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 2 Forum Step 2</td> <td>Thurs., 5/25 @ 8 a.m.</td> </tr> <tr> <td></td> <td></td> <td>Tues., 5/30 @ 8 a.m.</td> </tr> </table> <p>Upload to “Assignment”      Syllabus worksheet      Tues., 5/30 @ 8 a.m. Ch. 4 learning Activity      Tues., 5/30 @ 8 a.m.</p>	Discussion	Icebreaker Forum Step 1	<b>Due Dates</b>	Forums	Icebreaker forum Step 2	Thurs., 5/25 @ 8 a.m.		Ch. 1 Forum	Tues., 5/30 @ 8 a.m.		Ch. 2 Forum Step 1	Tues., 5/30 @ 8 a.m.		Ch. 2 Forum Step 2	Thurs., 5/25 @ 8 a.m.			Tues., 5/30 @ 8 a.m.
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	Ch. 2 Forum Step 2	Thurs., 5/25 @ 8 a.m.																		
		Tues., 5/30 @ 8 a.m.																		
<p>2 T, 5/30 at 8 a.m.  - thru -  M, 6/5 at 8 a.m.</p>	<p>2</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>F &amp; N: Ch. 5 – Social Judgment Theory</li> <li>F &amp; N: Ch. 6 –Cognitive Dissonance Theory</li> <li>F &amp; N: Ch. 7 – Self-Perception Theory</li> </ul> <p><b>Tasks</b></p> <table border="0"> <tr> <td>Discussion</td> <td>Ch. 4 Forum Step 1</td> <td><b>Due Dates</b></td> </tr> <tr> <td>Forums</td> <td>Ch. 4 Forum Step 2</td> <td>Thurs., 6/1 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 6 Forum</td> <td>Mon., 6/5 @ 8 a.m.</td> </tr> <tr> <td></td> <td></td> <td>Mon., 6/5 @ 8 a.m.</td> </tr> </table> <p>Upload to “Assignment”      Ch. 4 learning Activity      Mon., 6/5@ 8 a.m.</p> <p>Survey      Feedback on Learning Plan I      Mon., 6/5@ 8 a.m.</p>	Discussion	Ch. 4 Forum Step 1	<b>Due Dates</b>	Forums	Ch. 4 Forum Step 2	Thurs., 6/1 @ 8 a.m.		Ch. 6 Forum	Mon., 6/5 @ 8 a.m.			Mon., 6/5 @ 8 a.m.						
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		Mon., 6/5 @ 8 a.m.																		
<p>3 M, 6/5 at 8 a.m.  - thru -  M, 6/12 at 8 a.m.</p>	<p>3</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>F &amp; N: Ch. 9 – Elaboration Likelihood Model</li> <li>F &amp; N: Ch. 10 – Source Factors</li> <li>Mansouv &amp; Harvey: “Bumps &amp; Tears” – PDF on OnCourse</li> </ul> <p><b>Tasks</b></p> <table border="0"> <tr> <td>Discussion</td> <td>Ch. 9 Forum Step 1</td> <td><b>Due Dates</b></td> </tr> <tr> <td>Forums</td> <td>Ch. 9 Forum Step 2</td> <td>Thurs., 6/8 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 10 Forum</td> <td>Mon., 6/12 @ 8 a.m.</td> </tr> <tr> <td></td> <td></td> <td>Mon., 6/12 @ 8 a.m.</td> </tr> </table> <p>Quizzes      Framing Quiz      Mon., 6/12@ 8 a.m. Exam I      Mon., 6/12 @ 8 a.m.</p>	Discussion	Ch. 9 Forum Step 1	<b>Due Dates</b>	Forums	Ch. 9 Forum Step 2	Thurs., 6/8 @ 8 a.m.		Ch. 10 Forum	Mon., 6/12 @ 8 a.m.			Mon., 6/12 @ 8 a.m.						
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**TENTATIVE COURSE SCHEDULE \*\***

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<p style="text-align: center;">4</p> <p>M, 6/12 at 8 a.m.</p> <p style="text-align: center;">- thru -</p> <p>M, 6/19 at 8 a.m.</p>	<p style="text-align: center;">4</p>	<p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>• F &amp; N: Ch. 11 – Message Factors: Content and Style</li> <li>• F &amp; N: Ch. 12 – Message Factors: Tactics and Strategies</li> <li>• F &amp; N: Ch. 13 – Receiver and Channel Factors</li> </ul> <p><b><u>Tasks</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Discussion</td> <td style="width: 33%;">Ch. 11 Forum Step 1</td> <td style="width: 33%;"><b><u>Due Dates</u></b></td> </tr> <tr> <td>Forums</td> <td>Ch. 11 Forum Step 2</td> <td>Thurs., 6/15 @ 8 a.m.</td> </tr> <tr> <td></td> <td>Ch. 12 Forum</td> <td>Mon., 6/19 @ 8 a.m.</td> </tr> <tr> <td></td> <td></td> <td>Mon., 6/19 @ 8 a.m.</td> </tr> <tr> <td>Upload to “Assignment”</td> <td>Ch. 13 learning Activity</td> <td>Mon., 6/19@ 8 a.m.</td> </tr> </table>	Discussion	Ch. 11 Forum Step 1	<b><u>Due Dates</u></b>	Forums	Ch. 11 Forum Step 2	Thurs., 6/15 @ 8 a.m.		Ch. 12 Forum	Mon., 6/19 @ 8 a.m.			Mon., 6/19 @ 8 a.m.	Upload to “Assignment”	Ch. 13 learning Activity	Mon., 6/19@ 8 a.m.									
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<p style="text-align: center;">5</p> <p>M, 6/19 at 8 a.m.</p> <p style="text-align: center;">- thru -</p> <p>F, 6/23 at 11:59 p.m.</p>	<p style="text-align: center;">5</p>	<p><b><u>Note</u></b></p> <ul style="list-style-type: none"> <li>• To accommodate students who need to finish Learning Plan 5 early the learning plan will be available on W, June 14 at 8 a.m. Please <u>do not</u> begin this learning plan until you’ve completed all work that’s expected for Learning Plan 4.</li> <li>• The summer session ends on F, June 23 so learning plan 5 ends Friday instead of the usual Monday.</li> </ul> <p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>• Watch the PBS documentary “Freedom Riders” (<a href="#">link</a>)</li> </ul> <p><b><u>Tasks</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Discussion</td> <td style="width: 33%;">Freedom Riders Forum</td> <td style="width: 33%;"><b><u>Due Dates</u></b></td> </tr> <tr> <td>Forums</td> <td>Farewell to Class forum</td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> <tr> <td></td> <td></td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> <tr> <td>Upload to “Turnitin”</td> <td>Freedom Riders Learning Activity</td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Quizzes</td> <td>Freedom Riders Quiz</td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> <tr> <td></td> <td>Exam II</td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> <tr> <td>Survey</td> <td>End-of-term Survey</td> <td>Fri., 6/23 @ 11:59 p.m.</td> </tr> </table>	Discussion	Freedom Riders Forum	<b><u>Due Dates</u></b>	Forums	Farewell to Class forum	Fri., 6/23 @ 11:59 p.m.			Fri., 6/23 @ 11:59 p.m.	Upload to “Turnitin”	Freedom Riders Learning Activity	Fri., 6/23 @ 11:59 p.m.				Quizzes	Freedom Riders Quiz	Fri., 6/23 @ 11:59 p.m.		Exam II	Fri., 6/23 @ 11:59 p.m.	Survey	End-of-term Survey	Fri., 6/23 @ 11:59 p.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.
- The last day to withdraw from the course is Friday, June 9, 2017.
- Grades are due to the Registrar’s Office on W, June 28 and will be made available through OnCourse.



# COMM379 Online Discussion Forum Assignment Guidelines

**Worth: 25 points each/275 total points.**

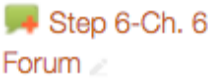
I will give you feedback next to the grade in the gradebook. You can receive additional feedback back checking that score against the rubrics included in this packet.

**Description:** You are required to complete 11 discussion forum posts. Every week you will be asked to reflect on and respond to at least two discussion forum questions created by the professor. Some forums will require that you read the answers posted by your classmates and respond to at least one of their postings.

## Requirements:

- Posting length: Original forum posts should be 250-550 words. Responses should be 100-200 words.
- Headings: Label your response to the prompts/questions. You may even want to copy and paste the question in the posting and then answer it.
- Posting content: The posting should answer all parts of the question accurately and use research to demonstrate a thorough understanding of the theory. Make sure you use proper grammar/mechanics while also selecting appropriate passages from readings and paragraphing them correctly. The answer should draw on concrete examples and explain relevant concepts in-depth. It's helpful you label each answer, identify/explain it, and then describe how it appears in the persuasive act. It's a good idea to paraphrase passages from the textbook when answering a question.
- Citations: When referring to the textbook or outside sources make sure you include in-text citations.
- Research: 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.

## Types of Discussion Forums

- How do you know if it's a discussion form? The forum icon is a green text bubble with a red cross. 
- Many of the discussion forums are “**Q&A Forums.**” This does not mean that you can post Qs and As per se. This means that you will be unable to see other responses until you have posted yours. Once you have posted your response, you will be able to see colleagues' posts.
  - How to comment: You will need to click on the question that appears as a prompt for this forum. After you click on the question, a window will open, and you will see the normal area where you will type your response. After typing, decide if you wish to put your own subject line in (which would be way cool). Then you will click on the reply button.
  - Also remember that there is a 5-minute delay that OnCourse provides, before officially publishing your post. This gives you a brief time to edit it before it goes live.
- Other forums are “**simple single forum**” in which case you can see who's posted and what they wrote.

## Directions for Posting to a Forum

1. Locate the link to the Form on the course page.
2. Click on the **link** to the forum. The *Forum* page will open with directions from your professor at the top of the page.
3. Depending on the type of forum, you may be able to start a new topic, or only reply to a previous post or discussion post.
  - Click on **Discussion title** (not the class member's name) to open and read what has been posted so far on the discussion (note – this is only for “non-Q&A forums”. If there are already discussions started, you will see a list on the *Forum* page. Unread posts are indicated by a number or title highlighted in yellow.
  - Click **Reply** to post a response.
  - Click **Add a new discussion topic** (at the top of the page) to start a new topic. The *Your reply* or *Your new discussion* topic page opens.
4. In the *Subject* field, **enter** a brief but descriptive subject line.
5. In the *Message* field, enter your new topic or reply. Use the *HTML Editor Toolbar* to format text and add images, links to media, etc. For details on adding video to post, see **Add Video to Moodle - for Student**. For details on adding images to a post, see **Add Images in Moodle.**)
6. To spell-check your entry, you must have spell checking enabled in your browsers. Words with suspect spelling will be underlined in red. To see spelling hints, right-click on the suspect word.
7. To add an *Attachment* to your post, drag-and-drop the file to the upload area. You may also click **ADD** and then choose your file using *File picker*.
8. When your post is complete, click **Post to forum** to submit.
  - For more information, click on this link: <https://www.umass.edu/it/support/moodle/post-a-forum-moodle - Types of Forums>

## 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. The most fundamental way to respect class participants is to complete daily readings, consider others' ideas, 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.
- **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 the professor 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.
- For additional netiquette tips and rules, check out this infographic by clicking on the link:  
<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

## Discussion Forum Etiquette

- **Participate!** To maximize your learning experience, and the experience of your peers, you need to regularly log-in, read discussion threads, and share your thoughts. No lurking in the cyberspace background! A shared learning environment is most effective if everyone involved participates!
- Please **read** everything in the discussion thread before replying so as to avoid repeating something that someone else has written. Your post should acknowledge others' points and explain whether you agree or disagree with their claims by using outside research to support your argument.
- Craft responses that are **clear** and **concise**. Make sure your posts did not exceed the maximum word requirement by arranging all content logically so the answer maintains flow of thought.
- Use proper **APA format** while writing responses (this includes using in-text citations) and citing sources. See the "APA Format, Writing, & Researching Handouts" folder for more information.
- Consistently use proper grammar, mechanics, and formal language. Also refrain from using linguistic shortcuts that are not part of the academic dialog.
- Make sure you **cite** all your **sources**. This includes using attribution tags and parenthetical citations. Your support evidence should come from scholarly sources and the information should provide comprehensive insight, understanding, and reflective thought.
- Above all, participants must treat each other with **respect**. Racist, sexist, and heterosexist comments are jokes are unacceptable, as are derogatory, profane, and sarcastic comments and jokes directed at religious beliefs, disabilities, and age. Disrespectful behavior will be dealt with severely.
- **Criticism** must be productive, well-meaning, and well-articulated. Rants, profanity, and other acts of incivility will not be tolerated.

## Online Discussion Forum Rubric

Grading for questions that do not require you respond to a peer's post.

Worth: 25 Points

<u>GRADE</u>	<u>DESCRIPTION</u>	<u>POINTS EARNED</u>		
<b>A</b>  <i><b>Artistic Mastery!</b></i>	<ul style="list-style-type: none"> <li>*Answers <u>all</u> parts of the question accurately</li> <li>*Demonstrates a thorough understanding of the theory/article</li> <li>*Consistently uses proper grammar/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>*Selects appropriate passages and paraphrases them correctly</li> <li>*Explains relevant concepts in-depth</li> <li>*Meets word requirement</li> </ul>	<ul style="list-style-type: none"> <li>*Thoughtful/reflective look at the content</li> <li>*Draws on concrete examples/uses page numbers to identify accurate passages</li> <li>*Poses a new but related question that will take discussion deeper</li> </ul>	<b>25 - 23 pts</b>
<b>B</b>  <i><b>Better'n Most!</b></i>	<ul style="list-style-type: none"> <li>*Attempts to answer <u>most</u> of the question</li> <li>*Decent effort</li> <li>*Presents relevant viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>*Response relates to question</li> <li>*Answer demonstrates understanding</li> <li>*Consistently uses proper grammar/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>*Integrates most concepts effectively</li> <li>*Thoughtful/reflective look at the content</li> <li>*Draws on examples/uses page numbers from reading to identify accurate passages</li> </ul>	<b>22 – 20 pts</b>
<b>C</b>  <i><b>Competent Comprehension.</b></i>	<ul style="list-style-type: none"> <li>*Attempts to answer <u>some</u> of the question</li> <li>*Average/slight effort</li> <li>*Some grammar/mechanical issues</li> </ul>	<ul style="list-style-type: none"> <li>*Satisfactory completion of minimum requirements</li> <li>*Partially appropriate comments</li> <li>*Answer lacks examples</li> </ul>	<ul style="list-style-type: none"> <li>*Attempted criteria but confusing</li> <li>*Relies more on direct quotes than paraphrasing <u>or</u> relies more on paraphrasing and doesn't reference the reading using page numbers or a quote</li> </ul>	<b>19 – 18 pts</b>
<b>D</b>  <i><b>Deficient.</b></i>	<ul style="list-style-type: none"> <li>*Attempts to answer <u>little</u> of the question</li> <li>*Demonstrates minimal understanding</li> <li>*Many grammar/mechanical issues</li> </ul>	<ul style="list-style-type: none"> <li>*Below average answer</li> <li>*Conceptual understandings is sub-par</li> <li>* Does not include examples</li> </ul>	<ul style="list-style-type: none"> <li>*Negligible effort</li> <li>*Relies more on direct quotes than paraphrasing <u>or</u> relies more on paraphrasing and doesn't reference the reading using page numbers or a quote</li> </ul>	<b>17 – 15 pts</b>
<b>F</b>  <i><b>Failed</b></i>	<ul style="list-style-type: none"> <li>* Answer is seriously flawed and shows minimal understanding of course concept</li> <li>*Does not answer question</li> </ul>			<b>12 – 0 pts</b>

## Online Discussion Forum Rubric

Grading for questions that DO require you respond to a peer's post.

During Learning Plans 1-4, you will be required to respond to at least one peer's post. The grading standards will be the same as the criteria listed on page 4. The difference is that you will earn 17 points for your original post and 8 points for your response to a peer's post. The assessment criteria outline below identifies the assessment criteria used to assess "response to peer" posts. Failure to submit your initial post by the due date will result in a 3 point deduction.

<u>GRADE</u>	<u>DESCRIPTION</u>			<u>POINTS EARNED</u>
<b>A</b>  <i><u>Artistic Mastery!</u></i>	<ul style="list-style-type: none"> <li>*Responds to <u>all</u> parts of peer's answer accurately using real life knowledge</li> <li>*Demonstrates a thorough understanding of the theory/article by connecting peer's post to the content learned that week</li> <li>*Consistently uses proper grammar/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>*Engages with the work and discussion of others by offering a reflective look at the content</li> <li>*Contributes own example to illustrate a points</li> <li>*Meets word requirement</li> </ul>	<ul style="list-style-type: none"> <li>*Knowledge is critically applied</li> <li>*Contributes to a community of learners, with consistent engagement and advancement for each other's ideas</li> <li>* Collaborative approach to solution seeking and new ideas developed</li> </ul>	<p><b>Original post: 17 - 16 pts</b></p> <p><b>Response to peer: 8 pts</b></p>
<b>B</b>  <i><u>Better'n Most!</u></i>	<ul style="list-style-type: none"> <li>*Attempts to respond <u>most</u> parts of peer's answer using real life knowledge</li> <li>*Decent effort but knowledge could be more critically applied</li> <li>*Presents relevant viewpoints that engage the work and discussion of other learners</li> </ul>	<ul style="list-style-type: none"> <li>* Contributes some to a community of learners, with consistent engagement and advancement for each other's ideas</li> <li>*Consistently uses proper grammar/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>* Some solutions and new ideas as a result of interaction</li> <li>*Thoughtful/reflective look at the content</li> <li>*Draws on examples/uses page numbers from reading to identify accurate passages</li> </ul>	<p><b>Original post: 15 - 14 pts</b></p> <p><b>Response to peer: 7 pts</b></p>
<b>C</b>  <i><u>Competent Comprehension.</u></i>	<ul style="list-style-type: none"> <li>*Attempts to respond <u>some</u> of the peer's answer using real life knowledge</li> <li>*Average/slight effort</li> <li>*Some grammar/mechanical issues</li> </ul>	<ul style="list-style-type: none"> <li>*Satisfactory completion of minimum requirements</li> <li>*Partially appropriate comments</li> <li>*Answer lacks examples</li> </ul>	<ul style="list-style-type: none"> <li>*Response is confusing yet new ideas may be developed as a result of interaction</li> <li>*Some basic discussion about peer's contributions</li> </ul>	<p><b>Original post: 13 - 12 pts</b></p> <p><b>Response to peer: 6 pts</b></p>
<b>D</b>  <i><u>Deficient.</u></i>	<ul style="list-style-type: none"> <li>*Attempts to answer <u>little</u> of the question using real life knowledge</li> <li>*Demonstrates minimal understanding</li> </ul>	<ul style="list-style-type: none"> <li>*Below average answer that offers minimal engagement with others in the forum</li> <li>*Conceptual understandings is sub-par and fails to incorporate an example</li> </ul>	<ul style="list-style-type: none"> <li>*Shares generic information that suggests negligible effort</li> <li>*Many grammar/mechanical issues</li> </ul>	<p><b>Original post: 11 pts</b></p> <p><b>Response to peer: 5 pts</b></p>

<b>F</b> <i><u>Failed</u></i>	* Answer is seriously flawed and shows minimal understanding of course concept * no engagement with other learners' contributions  *Does not answer question	<b>Original post:</b> <b>8 - 0 pts</b>  <b>Response to peer:</b> <b>0 pts</b>
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**COMM379: Persuasion**  
Summer 2017, Exam One  
Worth: 200 Total Points

**How:** You will take the COMM379 exam online using OnCourse. The exam will be timed, and you will only have 100 minutes to complete each exam.

**When:** Exam One can be taken anytime during Learning Plan 3. The exam must be finished by Monday, June 12 at 8 a.m.

**What:** Test your understanding of content covered during Learning Plans I and II (i.e., Ch. 1, 2, 4, 5, 6, 7).

**Late Work Policy:** Failures of technology (e.g., “my computer crashed,” “Internet isn’t work,” etc.) will not lead to an extension of the deadline. All arrangements for missing Exam one must be made by Saturday, June 10 at 8 a.m.. If such arrangements are not made then you will not be allowed to make up the exam and will earn a zero for the assignment.

**How to take the Exam:** Go to OnCourse > COMM379 > Course Assignment Guidelines & Rubrics > Exams > Directions: Taking Exams & Quizzes through OnCourse PDF

Exam Breakdown

1. **36 Multiple Choice Questions:** You will choose the best answer for each question and make your answer using the computer’s mouse. Each question will only have one answer. (3 points each, 108 total points)
  
2. **2 Essay/Short Answer Questions:** You will be prompted to answer 2 questions. You will be prompted to answer 2 questions. Each question will have three parts (A, B, C). Although your answer doesn’t need an introduction or conclusion, it should be written in paragraph form. Also keep in mind that your answer is limited to 40 lines. To see the rubric that will be used to assess your answers go to OnCourse > COMM379 > Course Assignment Guidelines & Rubrics > Exams> Rubric (46 points each, 92 points total)

Short answer questions may ask you to identify and thoroughly explain theoretical concepts that we have discussed in class. Additionally, each short answer question will ask you to use an example from real-life (other than ones used in class) to illustrate the major parts of the theory.

Be prepared to . . .

- a. compare/contrast concepts discussed in different readings assigned throughout the term thus far (e.g., identify, describe, and provide an example of theories discussed in Ch. 5, 6, & 7 while also connecting the content to information discussed in Ch. 1, 2, & 4)
- b. use a variety of real life events to explain different characteristics of each theory.

### Materials Needed

1. Computer for 90-minutes
2. Internet access for 90-minutes

### Study Tips

Since you have a limited amount of time to finish the exam, you should prepare for the test as you would if you were taking a face-to-face class. Make sure you're ready to take the exam without using notes or the textbook.

During each learning plan, the professor lectured, facilitated class discussions via forums, and incorporated real life examples to demonstrate course concepts. She frequently shared information that was not in the assigned reading. All that content is fair game on the exam. Focus on broad ideas instead of a concept's specifics such as dates and names. Be able to define the terms and, if an example or description is on the exam, identify the term.

You may want to create reading summaries for each chapter or at least review the readings so that you can draw connections between the theorists' major arguments and conclusions. For instance, you could re-read Chapter 5, "Social Judgment Theory," and then apply Sherif, Sherif, & Nebergall's understanding of SJT to other theories, such as Cognitive Dissonance theory. Also, when studying, be able to explain how the theories differ (contrast) but are also similar (compare). Furthermore, review the theories discussed in Ch. 5-7 and decide how they fit in with content learned in Ch. 1, 2, and 4. For instance, how does each theory meet the characteristics of persuasion? How does content learned about attitudes in Ch. 2 fit in with each theory discussed thus far? Also, what research approach does each theorist take and how would a folk theory differ from a scientific theory?

Spend time reviewing the material via Quizlet. Here is a link to our class quiz:

[https://quizlet.com/\\_3hfcxq](https://quizlet.com/_3hfcxq). The COMM379 Exam One quizlet includes over 60 terms and their corresponding definitions. Quizlet uses the information to create quiz questions. Although the first exam only has essay/short answer and multiple choice, Quizlet will use a variety of methods (i.e., true/false, multiple choice, fill in the blank, matching) to test your knowledge of course content.

### How to access the quiz:

1. You can copy and paste this web address into your browser: [https://quizlet.com/\\_3hfcxq](https://quizlet.com/_3hfcxq)
  - Note: You can also download the FREE Quizlet app on IOS and Android devices and take practice quizzes on the go.
2. Log-in using your Fred mail (gmail) account
3. Select the study method you'd like to use. I recommend "flashcards" or "test" but "match" is also an effective study tool.
  - Here's a link to Quizlet Q&A: <https://quizlet.com/help/2444083/whatisquizlet>.



### **Material to Review**

This list includes major topic headings (purple headings in the textbook) so be prepared to be able to identify, define, and explain key ideas listed under each topic headings.

#### Chapter 1 (concept of persuasion)

Key characteristics of persuasion, definition of communication

#### Chapter 2 (attitudes)

Characteristics of attitudes, classical conditioning, modeling, functions of attitudes, attitude and related concepts

#### Chapter 4 (role of theory)

What is a theory?, scientific versus folk theory, objective versus interpretive approaches to theory, group dynamics approach

#### Chapter 5 (social judgment theory)

Latitudes of acceptance and rejection, judgment and attitude change, ego-involvement

#### Chapter 6 (cognitive dissonance theory)

Cognitive Dissonance Theory, magnitude of dissonance, dissonance reduction, cognitive dissonance contexts

#### Chapter 7 (self-perception theory)

Heider's interpersonal impression formation and attribution, Kelley's attribution theory, self-perception theory, should we start big or little? Sequential request strategies

**COMM379: Persuasion**  
Summer 2017, Exam Two  
Worth: 200 Total Points

**How:** You will take the COMM379 exam online using OnCourse. The exam will be timed, and you will only have 100 minutes to complete each exam.

**When:** Exam Two can be taken anytime during Learning Plan 5. The exam must be finished by Saturday, June 24 at 11:55 p.m.

**What:** Test your understanding of content covered during Learning Plans III and IV (i.e., Ch. 9, 10, Framing, 11, 12,13).

**Late Work Policy:** Failures of technology (e.g., “my computer crashed,” “Internet isn’t work,” etc.) will not lead to an extension of the deadline. All arrangements for missing Exam Two must be made by June 22 at 11:55 p.m. If such arrangements are not made then you will not be allowed to make up the exam and will earn a zero for the assignment.

**How to take the Exam:** Go to OnCourse > COMM379 > Course Assignment Guidelines & Rubrics > Directions: Taking Exams & Quizzes through OnCourse. You should spend no more than 50 minutes on the multiple choice questions and 50 minutes on the short answer/essay questions.

Exam Breakdown

1. **36 Multiple Choice Questions:** You will choose the best answer for each question and make your answer using the computer’s mouse. Each question will only have one answer. (3 points each, 108 total points)
  
2. **2 Essay/Short Answer Questions:** You will be prompted to answer 2 questions. Each question will have three parts (A, B, C). Although your answer doesn’t need an introduction or conclusion, it should be written in paragraph form. Also keep in mind that your answer is limited to 40 lines. To see the rubric that will be used to assess your answers go to OnCourse > COMM379 > Course Assignment Guidelines & Rubrics > Exams > Rubric  
(46 points each, 92 points total)

Short answer questions may ask you to identify and thoroughly explain theoretical concepts that we have discussed in class. Additionally, each short answer question will ask you to use an example from real-life (other than ones used in class) to illustrate the major parts of the theory.

Be prepared to . . .

- a. compare (identify similarities) and contrast (identify differences) the theories discussed in Learning Plans 3 and 4.

- b. use a variety of real life events to explain different characteristics of each theory.

### Materials Needed

1. Computer for 90-minutes
2. Internet access for 90-minutes

### Study Tips

Since you have a limited amount of time to finish the exam, you should prepare for the test as you would if you were taking a face-to-face class. Make sure you're ready to take the exam without using notes or the textbook.

During each learning plan, the professor lectured, facilitated class discussions via forums, and incorporated real life examples to demonstrate course concepts. She frequently shared information that was not in the assigned reading. All that content is fair game on the exam. Focus on broad ideas instead of a concept's specifics such as dates and names. Be able to define the terms and, if an example or description is on the exam, identify the term.

You may want to create reading summaries for each chapter or at least review the readings so that you can draw connections between the theorists' major arguments and conclusions. For instance, you could re-read Chapter 9, "Elaboration Likelihood Model," and then apply Petty and Cacioppo's understanding of ELM to other theories such source factors and receiver characteristics. Also, when studying, be able to explain how theories, such as compliance-gaining strategies and propaganda techniques, differ (contrast) but are also similar (compare) and appear in real life.

Spend time reviewing the material via Quizlet. Here is a link to our class quiz: [https://quizlet.com/\\_3i1gzc](https://quizlet.com/_3i1gzc). The COMM379 Exam Two quizlet will include over 75 terms and their corresponding definitions. Quizlet uses the information to create quiz questions. Although the first exam only has essay/short answer and multiple choice, Quizlet will use a variety of methods (i.e., true/false, multiple choice, fill in the blank, matching) to test your knowledge of course content.

### How to access the quiz:

1. You can copy and paste this web address into your browser: [https://quizlet.com/\\_3i1gzc](https://quizlet.com/_3i1gzc)
  - Note: You can also download the FREE Quizlet app on IOS and Android devices and take practice quizzes on the go.
2. Log-in using your Fred mail (gmail) account
3. Select the study method you'd like to use. I recommend "flashcards" or "test" but "match" is also an effective study tool.
  - Here's a link to Quizlet Q&A: <https://quizlet.com/help/2444083/whatisquizlet>.

## Material to Review

This list includes major topic headings (purple headings from the book) so be prepared to be able to identify, define, and explain key ideas listed under each topic headings.

### Chapter 9 (elaboration likelihood model)

Elaboration, two routes to attitude change, which route to use?, central versus peripheral routes, using ELM to influence attitudes

### Ch. 10: Source Factors

Defining credibility, dimensions of credibility, credibility & persuasion,

### “Framing” (Mansov & Harvey)

What are nonverbal cues?, performative frame, informative frame (\*\*questions from the quiz will be used on the exam\*\*)

### Ch. 11: Message Factors: Content & Style

What I say: Message Content (sub-headings: logical versus emotional appeals, guilt, fear, EPPM, use of evidence), How I Say it: Language Style (sub-headings: powerful versus powerless speech), Inoculation Theory

### Ch. 12: Message Factors: Tactics & Strategies

Compliance-gaining, propaganda (be prepared to identify the type of propaganda being used in a particular situation)

### Ch. 13: Receiver & Channel Factors

Receiver characteristics and persuasion, psychological characteristics, demographic characteristics, audience segmentation and targeted messages

## EXAM SHORT ANSWER RESPONSE POINTS DISTRIBUTION

### Out of 46 points

#### *46 points (A+)*

- Answered entire question accurately, demonstrates a superior understanding of all concepts, explains relevant concepts, appropriate, offers thoughtful reflective
- The example(s) are thorough and well explained
- Articulates clear connection between parts of question (e.g., accurately compares and contrasts the ideas)

#### *45 – 42 points (A to A-)*

- Answered entire question accurately, demonstrates a superior understanding of the course terms, explains relevant concepts, appropriate, offers thoughtful reflective
- Majority of answer is correct and includes a definition that suggests the student understands the term; however, more could be written
- Examples are identified but need more of an explanation so that their relation to the concept is clear
- Offer a clear connection between parts of question (e.g., compare and contrast concepts)

#### *41 – 39 points (B+ to B)*

- Answer relates to question, decent effort, demonstrates considerable understanding, mostly appropriate comments, integrates most concepts effectively, presents relevant viewpoints
- May have explained the term correctly but the connection between the example(s) and the term is unclear – a more thorough explanation is needed
- Definition may be off but the example(s) is well explained and accurate
- May need to offer a clearer connection between parts of question (e.g., compare and contrast concepts)

#### *38 – 37 points (B-)*

- Answers related to questions, decent effort, demonstrates understanding, mostly appropriate comments, integrates most concepts effectively, presents relevant viewpoints
- May have explained the term(s) correctly but the example(s) is incorrect and may need a more thorough explanation
- May need to offer a clearer connection between parts of question (e.g., compare and contrast concepts)

#### *36 – 35 points (C+ to C)*

- Attempts to answer questions, satisfactory completion of minimum requirements, average, attempted criteria but confusing, more effort needed to demonstrate mastery of the concept
- Some of the answer/explanation may be incorrect and/or more information is needed to demonstrate a thorough understanding of concept
- Connection between example and concept is unclear or more information is needed
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

#### *34 – 33 points (C-)*

- Attempts to answer the question but the answer may be incorrect, satisfactory completion of minimum requirement, average, more information needed to demonstrate mastery of the concept
- Example(s) requires an explanation so connection to the concept is clear
- Example(s) may be incorrect but explanation of the term is above average
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

#### *32 – 28 points (D+ to D-)*

- Attempts to answer all/most of the questions but answers are below average and demonstrate little understanding, conceptual understandings is subpar
- At least a few of the terms are correct but most are wrong
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

#### *10 points (F)*

- Answer is incorrect but earn some points for trying

## Freedom Riders Application Essay & Quiz Assignment Guidelines

First, watch the PBS documentary “Freedom Riders” ([link](https://www.youtube.com/watch?v=DcvsWXrS2PI)). You can watch the video by highlighting this link and pasting it into a web browser: <https://www.youtube.com/watch?v=DcvsWXrS2PI>. This documentary discusses a civil right’s leaders efforts to end racial segregation in the Deep South. Please be advised that the content might elicit a strong or potentially harmful emotional response. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before June 20, 2017.

### PART I: THE ONLINE QUIZ

**Worth:** 25 total points

**Due:** The 10 question quiz should be taken by **Saturday, June 24 2017 by 11:55 p.m.** Ideally, you should take the quiz *before* you write the essay.

**Description:** The quiz will consist of 10 multiple choice questions about the movie. You will have 30-minutes to complete the quiz. Questions will focus on the documentary’s content; for example, you may be asked to identify characteristics of particular Freedom riders and the stories that particular Freedom Riders shared, describe the Freedom Rider’s approach to persuasion and the media’s role in the Freedom Rides, etc. The best way to prepare for the quiz is to take notes while you watch the documentary.

### PART II: THE ESSAY

**Worth:** 150 total points

**Due:** Essay and reference page should be turned in via Turnitin by **Saturday, June 24 at 11:55 p.m.** (end of the learning plan)

**Description:** 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 historical social movement.

**Scenario:** John Lewis is a volunteer with the Congress of Racial Equality (CORE) and this afternoon he is delivering a speech at American Baptist Theological Seminary. Lewis is a student and influential member of the Student Nonviolent Coordinating Committee (SNCC). His goal was to recruit people to join a group of 13 African American and white civil rights activists to launch the Freedom Rides, which was a series of bus trips through the American South to protest segregation in interstate bus terminals.

**Requirements/Questions to consider in essay:** A few requirements to keep in mind as you decide which concepts you’d like to discuss in the essay:

1. Your essay should connect concepts learned in the course to content viewed in the “Freedom Riders” documentary. Below is a list of questions you should consider when watching the documentary and writing your essay. You do not need to answer all the questions; instead, you

should **respond to at least four of the questions while writing the essay. You should only answer one question per chapter.**

2. Clearly label and identify (type in bold and underline) the concept that you're discussing in each paragraph. It's helpful if you have section headings for each concept.
  - You must incorporate at least three direct quotes from the documentary and mention the names of at least two people that are interviewed.
  - You should define the key term that you're addressing.

- F & N Chapter 1:
- Review the “defining characteristics of persuasion” and apply each one to the documentary. For instance, what/how do the Freedom Riders’ messages include a shared symbol system? What is their interest?
  - Select a definition of “persuasion” and apply that definition to the documentary. How/why do the Freedom Riders’ communication adhere to this definition of persuasion?
- F & N Chapter 2:
- Consider the three main groups discussed in the documentary (i.e., Freedom Riders/Civil Rights Movement supporters, the Klu Klux Klan/those opposed to the movement, and elected officials). Use the three learning theories to explain how people at that time learned the group’s behaviors, attitudes, and beliefs. How do these attitudes and behavior affect the messages heard throughout the documentary?
  - Consider both the Freedom Riders and their oppositions’ attitudes toward racial integration on the interstate. What functions do these attitudes serve for the two groups?
- F & N Chapter 4:
- Keep in mind what you saw and heard throughout the video. What folk theory do you use to explain the Freedom Riders,’ the Klan’s, and politicians’ communication and/or human behavior?
- F & N Chapter 5:
- Research racial segregation in the Deep South. Then, write down a range of positions going from one extreme to another. How does the range of positions fit into a continuum? Are there positions that do not fit into the continuum?
  - Many Freedom Riders were interviewed throughout the documentary. Select one person, do research on him/her, and explain her/his ego-involvement. How does her/his ego-involvement affect where he/she stands on the issue of racial segregation?
- F & N Chapter 6:
- Apply the two assumptions of congruity theory by explaining the Freedom Riders’ or their opponents’ needs for consistency and their evaluation of related people or peoples and objects.
  - PBS interviewed a variety of people for the documentary. What interviewees seemed to experience cognitive dissonance? How do you know? How did they justify their decision to either join or not join the Freedom Riders?
- F & N Chapter 7:
- Think of two behaviors you observed while watching the

- documentary. Which of these behaviors do you believe were due to external factors? Which were due to internal factors?
- Identify a behavior you observed while watching the video. Did you make an internal or external attribution about the behavior? Now consider why you made the attribution you did. Did you make the attribution because of observed consensus, consistency, or distinctiveness?
- F & N Chapter 9:
- During the Civil Rights movement, what group in America most likely engaged in high elaboration? Why were they willing to put forth the effort to engage in high elaboration? In what kinds of situations would these individuals be least likely to engage in high elaboration?
  - How did the Freedom Riders and their opponents take advantage of biased processing? When a persuader knows the audience is biased, what steps can she/he take to ensure more objectivity, or should the persuader have tailored the message to capitalize on the bias?
- F & N Chapter 10:
- Consider the leaders of the Freedom Riders. Why did others in the movement perceive these individuals as credible? How similar or different are your reasons for perceiving these three individuals as credible?
  - How was credibility used as a tool for persuasion during the Freedom Summer? When did interviewees seem to rely on the credibility of the source more? When was source credibility less important?
- F & N Chapter 11:
- Identify specific examples of how the Freedom Riders relied on emotion. What emotions did they try to stimulate? In your opinion, how effective was the message at influencing their ideal audience? How/why would the Klan's reliance on emotion be more or less effective for their supporters?
  - What kind of evidence did the Freedom Riders and the Klan use support their claims? What type of information is used as evidence? What types of evidence did you find most persuasive?
- F & N Chapter 12:
- Revisit the textbook content on levels of influence, power, obedience, and compliance-gaining typologies. How do you see these message factors appearing throughout the documentary?
  - What "propaganda tactics" did you notice being used by either the Freedom Riders or their opposition?
- Connection to today
- Compare/contrast the Freedom Riders with current civil rights movements, such as the Black Lives Matter movement. Use content from the textbook to draw a comparison.

### **Essay Requirements:**

\* Note: One copy of the essay must be submitted in hard copy at the start of class and online using Turnitin. The essay's Originality Report should be at or below 5 percent.

Style



- The essay should be void of opinion. At no point should you write “I believe,” “I think,” and/or “in my opinion.”
- Essay Length: The essay should be 750-1000 words (about 3-4 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
  - Please use section headings (upper/lower case, bolded, & centered) so that the question prompts are clearly identified (see example on pp. 4-5)
- Research: 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.
- Source Requirements: 4+ sources
  - Only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
  - The textbook’s current and past editions *and* the documentary do not count toward the source requirement. The supplemental reading materials the prof provided do not count toward the source requirement.
- Written in APA style: section headings, justified left, 1” margins, double spaced, running head including page numbers in top right corner, contractions written out, and typed in 12-point Times New Roman font.
  - Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade.
  - APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
- Synthesize research and introduce/contextualize direct quotes

### Content

- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

### Essay Evaluation:

- See the rubric that’s available at the end of the assignment guidelines.
- Organization and Structure: The essay’s structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.

- **Content:** While answering a variety of questions, the writer does a superior job identifying and summarizing persuasive concepts learned in the class. While answering each question, the writer thoroughly explains the persuasive theory/concept and assesses the persuaders' persuasiveness.
- **Synthesis of Evidence:** Outside sources' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writer offers succinct and precise conclusions based on the review of information. Insights into the persuasion theory and content learned in the documentary are superior.
- **Source Quality:** 4 or more sources cited in the paper and authors include a variety of sources. All research comes 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.

### **Example Excerpt from an "A" essay:**

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#### **Cognitive Dissonance as a Persuader**

Americans on both sides of the civil rights movement were motivated by a feeling of dissonance when performing certain behaviors during the Freedom Rides. Both Whites and Blacks felt inner conflicts during this movement and that can be easily seen as they are interviewed almost 50 years later. One interviewed Freedom Rider, Bernard Lafayette, felt dissonance because he wanted to participate in the movement, but he was also so close to getting his college degree, and would be the first in his family to do so. Despite the obvious tension in that decision, he eliminated the dissonance by choosing to partake in the next ride through the South instead of finishing college.

There was also another woman interviewed, Janie Forsyth McKinney, who ran out to help the Freedom Riders after they were attacked near her home. This case is particularly interesting because it can be directly related to the definition of cognitive dissonance as, "a moment when a learner finds her, or himself, grappling with new information in light of old understandings" (Gorski, 2009, p. 12). McKinney was raised by a father who supported acts of violence against African Americans, and despite that, when she saw humans suffering, she quickly realized that what her father was doing was wrong.

#### **The Use of Emotion to Rally Support**

Among the Freedom Riders, there were strong feelings of empowerment, which was rooted in the theory that bonds of trust and affection between members and leaders result in higher motivation and persistence within the movement (Abrams, 2011). This kind of bond is what persuaded others to join the Freedom Rides, along with feelings of guilt and sympathy. Emotions of guilt and sympathy were skillfully persuaded by the Freedom Riders through the use of non-violent protests because many individuals thought it was wrong to attack those who put up no defense, regardless of their race.

Segregationists also employed tactics to persuade the public to feel certain emotions, but these were far less friendly. By utilizing fear and rage among Whites, segregationists persuaded members of their side to maim, and even to kill, their opposition (Smith, 2012). Since segregationists made others believe there was high susceptibility, because integration could easily happen in their own towns, and also provided them with high levels of efficacy, through the use of mobs, it was easy to use fear as a motivation to maintain segregation. Segregationists also easily employed rage because they used violence as a way to increase members' self-efficacy; without rage towards African Americans, this tactic would never be able to work.

### **PART III: THE FORUM POST**

**Worth:** 25 total points

**Due:** Saturday, June 24 at 11:55 p.m. (end of the learning plan)

**Directions:** Read the following questions and decide on 2 that you would like to answer

1. As you watched, read, and listened to the stories of the Freedom Riders, what stood out? Why do you think activists joined the cause? (consider theories of persuasion when answering this question.)
2. As you watched, read, and listened to the stories of the Freedom Riders, which one do you relate to most? Why? Is there a cause that you feel particularly strongly about? How would you explain why you care?
3. Based on the film and the readings, how do you think ideas about race shaped the way people lived their lives in the 1960s? To what extent do ideas about race shape our community today
4. When both custom and law support prejudice and racism, what can be done to create a more inclusive society? How do you explain why there is often so much resistance to change?

### **Requirements**

- Make sure the post is 200-400 words and uses headings to identify the question you're answering.
- Please bold and/or underline the key terms that appear in your post.

## “Freedom Riders” Application Essay Grading Rubric

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content of Essay</b>  _____/85 pts.	(85 – 77 pts.) - Content is covered in depth without being redundant. - Succinct and precise conclusions based on the review of relevant research (not opinion). - Crafts a cogent argument/thesis. - Uses research to clearly connect course content to the F.R. documentary. - All of the concepts are discussed accurately. - Exceptional job of answering $\geq 4$ questions listed in guidelines. - Demonstrates an exception understanding of course content as it relates to the F.R. documentary.	(76 – 68 pts.) - All major sections of the pertinent content are included but not covered in as much depth, or as explicit, as expected. - Mostly succinct and precise conclusions based on relevant research (not opinion). - Most of the concepts are discussed accurately. - Argument/thesis is mostly clear. - Uses research to clearly connect course content to the F.R. documentary. - Satisfactorily of answers $\geq 4$ questions listed in guidelines. - Demonstrates an adequate understanding of course content as it relates to the F.R. documentary.	(67 – 60 pts.) - Essay may address all major sections of the pertinent content but information is not covered in as much depth, or as explicit, as expected. - Explanations of concepts may be inaccurate. - Conclusions are vaguely based on the review of information. - May not thoroughly incorporate research to connect course content to the F.R. documentary. - Argument/thesis may be unclear. - Minimally discusses $\geq 4$ questions listed in guidelines. - Does a mediocre job of relating content to the F.R. documentary.	(59 – 51 pts.) - Major sections of pertinent content have been omitted or greatly run-on. - The topic is of little significance to the assignment. - There is no indication the author tried to synthesize the information. - Connection between course content and the F.R. documentary is unclear.	(41 – 0 pts.) - Essay’s content is insufficient.
<b>Research Incorporation &amp; Source Quality*</b>  _____/45 pts.  * <b>Note:</b> The course textbook, the documentary, and articles assigned in class/available through ONCOURSE <b>DO NOT</b> count toward the source requirement.	(45 – 41 pts.) - Flawlessly cites $\geq 4$ sources. - Does not exceed 2 web sources. - Does exceptional job of synthesizing scholarly research (other than those used in class). - <u>All</u> supporting evidence comes from scholarly sources. - <u>All</u> information is consistent. - <u>Always</u> provides comprehensive insight, understanding, and reflective thought. - Content is comprehensive and accurate. - Major points are stated clearly and supported using scholarly articles. - All research supports the thesis.	(40 – 36 pts.) - Above after job of citing $\geq 4$ sources. - Does not exceed 2 web sources. - <u>Most</u> supporting evidence should cause audience to accept thesis. - <u>Most</u> supporting evidence comes from scholarly sources. - <u>Above average</u> use of evidence to provide comprehensive insight and reflective thought. - May lack <u>some</u> connections - Major points are articulated and supported. - Information could be a more focused.	(35 – 32 pts.) - May fall short of citing $\geq 4$ sources. - Does not include a variety of sources and sources may not be credible (too many websites). - <u>Mediocre</u> use of supporting evidence to support thesis. - Evidence <u>fails</u> to sufficiently support the thesis. - Content is not comprehensive and may lack accuracy. - Major points may be addressed but not well supported. - Content is inconsistent with regard to purpose and clarity of thought.	(31 – 27 pts.) - Fails to cite $\geq 4$ sources. - Over-reliance on a few sources. - Minimal amount of research comes from scholarly research. - <u>Poor</u> use of evidence suggesting minimal understanding and effort. - <u>Minimal</u> supporting evidence comes from scholarly sources. - <u>Lacks</u> insight and reflective thought. - Content is incomplete and/or bias. - Major points are unclear and/or lack insight. - Research incorporation is inadequate.	(22 – 0 pts.) - Reliable sources are either not present or insufficient. - Essay is seriously flawed and does not include relevant research.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Organization &amp; structure</b>  _____/20 pts.	(20 – 18 pts.) - Structure is extremely clear and essay is easy to follow. - Content is arranged logically and the essay maintains flow of thought. - Introduction includes a clear thesis and attention getter. - Conclusion is logical and leaves the reader contemplating the essay and wanting to follow through with the author’s call to action. - Astutely follows APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.).	(17 – 16 pts.) - Structure is mostly clear and essay easy to follow. - Most content is arranged logically and the essay maintains flow of thought. - Introduction includes a clear thesis and attention getter. - Conclusion is logical and leaves the reader contemplating the essay and wanting to follow through with the author’s call to action. - APA format enhances readability of paper section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.).	(15 – 14 pts.) - Structure of paper is unclear and hard to follow at times. - Content is not arranged logically. - Introduction and/or conclusion lack clarity and direction. - Conclusion does not leave the reader contemplating the essay. - APA format may at times enhance readability of paper section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.).	(13 – 12 pts.) - Structure of paper is minimal and hard to follow. - Content is not arranged logically. - Introduction and/or conclusion lack clarity and direction. - Conclusion does not leave the reader contemplating the essay. - Paper has many APA errors and the reference style doesn’t enhance readability of paper section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.).	(10 – 0 pts.) - Structure and organization of essay is poor. - Paper is poorly formatted and does not follow APA guidelines.

**Deductions:** Minus 6 points for each requirement that is not followed:

*Essay*

\_\_\_\_\_ Page Requirements: The essay is 750-1000 words (3-4 pages) and includes a word count on the last page of the essay.

\_\_\_\_\_ Reference page and in-text citations written in APA format

**Earned score:** \_\_\_\_\_/150 points -- \_\_\_\_\_ deduction(s) = **FINAL SCORE:** \_\_\_\_\_/150 POINTS

## COMM379 Learning Activity Assignment Guidelines

### Worth: 30 points each/150 total points

The professor will give you feedback next to the grade in the gradebook. You can receive additional feedback back checking that score against the rubric included in this packet.

**Description:** Over the course of the term, you will complete 5 learning activities. For 4 of the learning activities, the professor will share a writing prompt that asks you to apply course content to “real life.” You will be asked to examine online videos, images, and/or other communicative acts to augment the week’s readings. You then upload your .doc or .pdf to an “assignment” resource on OnCourse. One learning activity (Learning Plan 3’s “framing learning activity”) is a quiz that’s meant to help you prepare for your first exam.

- Learning Activities for the Syllabus & Ch. 13 ask you to open worksheets that are .doc files. You should type answers directly on the .doc worksheet, save the file, and then upload the document.
- Learning Activities for Ch. 4 & Ch. 7 should be 500-750 words (roughly 2-3 double spaced pages). When applicable, use section headings (upper/lower case, bolded, & centered) so that the question prompts are clearly identified.

How do you know if it’s a learning activity? A learning activity includes an icon that has a hand holding a piece of paper. Each learning activity includes specific directions.




**Due dates** for learning activities are at the end of the learning plan. You can re-submit a file up to three times but only before the deadline. Once the deadline passes, you cannot upload a file.

### Requirements:

- File Name: Name your assignment’s file – MyLastName-COMM379Assignment #.
  - You should upload a file using .doc or .pdf format
  - You’re permitted to revise your submission and upload a new document up to three times before the submission deadline passes.
- Headings: Label your response to the prompts/questions. You may even want to copy and paste the question in the posting and then answer it. Headings should be centered, bolded, and upper/lower case.
- Content: Your learning activity response should answer all parts of the question accurately and use research to demonstrate a thorough understanding of the content. Make sure you use proper grammar/mechanics while also selecting appropriate passages from readings and paragraphing them correctly. The answer should draw on concrete examples and explain relevant concepts in-depth. It’s helpful you label each answer, identify/explain it, and then describe how it appears in the persuasive act. It’s a good idea to paraphrase passages from the textbook when answering a question.
- Research: 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.

- Citations: When referring to the textbook or outside sources make sure you include in-text citations.
  - Written in APA style: section headings, justified left, 1” margins, double spaced, running head including page numbers in top right corner, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.

### To submit your assignment:

1. Click the **Add submission** button below. Then, the submission page will open.
2. You should upload your file using one of two methods:
  - a. To submit a file using drag-and-drop:
    - Arrange your computer desktop windows so that you can view both your browsers window and your files on your computer.
    - Drag files from your computer and release them on top of the big blue arrow in the *Files* area.
    - Make sure browse for the file or save the file as a PDF before submission (do not drag-and-drop a .gdoc)
  - b. To submit a file by browsing
    - Under the *File submission*, at the top-left of the file area, click the **Add Icon** ().
    - To select a file from your computer from Google Drive:
      - **To upload a file from your computer**, click **Upload a file** (top left), then, next to *Attachment*, click **Browse**. Browse your computer and select a file, then click **Open**. The file name will appear next to the Browse button. Make sure the file is labeled: MyLastName COMM379 Assignment #.
      - Click **Upload this file**. The *File Picker* will close and an icon for your uploaded file will appear in the *Files area*.
3. Once your file appears in the *Files submission* area, click **Save changes**. (you should receive an email at your Fred email address confirming you have submitted the assignment)
  - You are required to click the **submit button** and **accept the submission statement**
4. You're permitted to revise your submission up to three times. You'll see an *Edit submission* button on the Assignment page. Click **Edit submission** to add or replace files. When you are finished making changes, click **Save changes**.
5. You can check under *Submissions status* on the *Assignment page* to ensure your file is listed. You can also view feedback and grades from the professor there.

Click on this link for more information: <https://www.umass.edu/it/support/moodle/submit-assignment-moodle>

## Learning Activity Rubric

Worth: 30 Points

<u>GRADE</u>	<u>DESCRIPTION</u>			<u>POINTS EARNED</u>
<p><b>A</b></p> <p><i>Artistic Mastery!</i></p>	<p>*Answers <u>all</u> parts of the question accurately and thoroughly</p> <p>*Demonstrates a thorough understanding of the theory/article</p> <p>*Consistently uses proper grammar/mechanics and incorporates scholarly research when applicable</p> <p>*Deliberately selects evidence that is skillfully used to concretely support and bolster the answer</p>	<p>*Selects appropriate passages and paraphrases them correctly</p> <p>*Insightful points that include unique/interesting connections</p> <p>*Paper is coherently organized and the logic is easy to follow</p> <p>*Application is clear and demonstrates the depth of the writer's understanding</p>	<p>*Thoughtful/reflective look at the content</p> <p>*Draws on concrete examples/uses page numbers to identify accurate passages</p> <p>* Connections between example and theory are relevant and clearly articulated</p> <p>*Accurately follows APA guidelines</p>	<p><b>30 - 27 pts</b></p>
<p><b>B</b></p> <p><i>Better'n Most!</i></p>	<p>*Attempts to answer <u>most</u> of the question accurately and thoroughly</p> <p>*Decent effort that demonstrates above average understanding of the theory/article</p> <p>*Usually uses proper grammar/mechanics and sometimes incorporates scholarly research when applicable</p> <p>*Presents mostly relevant viewpoints that support and strengthen the answer</p>	<p>*Selects a few appropriate passages and paraphrases them correctly</p> <p>*Answer demonstrates understanding by offering some insightful points that include interesting connections</p> <p>*Paper is coherently organized and the logic is relatively easy to follow</p> <p>*Application is mostly clear and demonstrates above average depth of understanding</p>	<p>* Usually draws on examples/uses page numbers from reading to identify accurate passages</p> <p>*Usually follows APA guidelines</p> <p>*Mostly offers a thoughtful/reflective look at the content</p> <p>* Connections between example and theory are mostly relevant and clearly articulated</p>	<p><b>26 - 24 pts</b></p>
<p><b>C</b></p> <p><i>Competent Comprehension.</i></p>	<p>*Attempts to answer <u>some</u> of the question but answer may have responses that are inaccurate or lack depth.</p> <p>*Average/slight effort that demonstrates mediocre understanding of theory/article</p>	<p>*May not select appropriate passages and paraphrases them correctly</p> <p>*Answer demonstrates average understanding by offering few insightful points that include interesting connections</p>	<p>* Usually draws on examples from reading but may not incorporate accurate passages</p> <p>*May not follow APA guidelines</p>	<p><b>23 - 21 pts</b></p>



<p><b>C</b></p> <p><i><b>Competent Comprehension.</b></i></p>	<p>*Some grammar/mechanical issues and may fail to incorporate scholarly research.</p>	<p>*Paper may lack organization and the logic is relatively challenging to follow</p> <p>*Application is mostly vague and demonstrates average depth of understanding</p>	<p>*Sometimes fails to offer a thoughtful/reflective look at the content</p> <p>* Connections between example and theory may be irrelevant or not articulated clearly</p>	
<p><b>D</b></p> <p><i><b>Deficient.</b></i></p>	<p>*Attempts to answer <u>a little</u> of the question and answer be inaccurate or lack depth.</p> <p>*Minimal effort that demonstrates below average understanding of theory/article</p> <p>*Numerous grammar/mechanical issues and may fail to incorporate scholarly research.</p>	<p>*Fails to identify appropriate passages and paraphrases them correctly</p> <p>*Answer demonstrates minimal understanding by offering few insightful points that include interesting connections</p> <p>*Paper lacks organization and the logic is challenging to follow</p> <p>*Application is vague and demonstrates little depth of understanding</p>	<p>* May not draws on examples from reading but may not incorporate accurate passages</p> <p>*Does not follow APA guidelines</p> <p>*Sometimes fails to offer a thoughtful/reflective look at the content</p> <p>* Connections between example and theory may be irrelevant or not articulated clearly</p>	<p><b>20 – 18 pts</b></p>
<p><b>F</b></p> <p><i><b>Failed</b></i></p>	<p>* Answer is seriously flawed and shows minimal understanding of course concept or the writer does not answer question</p>			<p><b>15 – 0 pts</b></p>