FREDONIA
STATE UNIVERSITY OF NEW YORK

Department of
Communication

COMM379: PERSUASION SYLLABUS
Fall 2021 (online)

Welcome to COMM379: Persuasion online!
Welcome to COMM302: Rhetoric & Criticism remote instruction! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM302. I'm looking forward to working with you this semester. As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of persuasion theory and enhancing your abilities to reflect upon the power of human symbolic activity. For instance, throughout the course, I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. I've also located case studies that should stimulate in-depth discussion about communication and challenge your assumptions about your established values, attitudes, and beliefs. Continue reading the syllabus to learn more about our class and visit our OnCourse site.

PROFESSOR'S INFORMATION
Name: Dr. Angela McGowan-Kirsch
Office: McEwen 304A
Email: mcgowan@fredonia.edu
Office Phone: 716-673-3260

Department Contact Information: If you can't reach me, please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:
https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

Office hours: MWF: 1-2 PM. It's preferred that office hours visits occur in-person; however, since this is an online class, arrangements can be made for a Zoom meeting if a student is unable to attend office hours during 1-2 PM.

COURSE DESCRIPTION
Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, the course focuses on the integration of persuasion theory, research, and its practical application. We will take a broad-based approach to the scope of persuasion and thus expand your understanding of what persuasion is and how it is utilized. The class readings, discussions, and assignments will strengthen your understanding of persuasion theory, the ways in which you can be an advocate, and help you become a more educated consumer of persuasive messages. To achieve this expectation, we will discuss how features of the sender (e.g., expertise and trustworthiness), the message (argument strength), and the receiver affect a 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, public relations, and politics;
3. contextualize communication and the role of communicative practices in persuasive settings;
4. recognize, deconstruct, and appraise how people use persuasion to accomplish change.

REQUIRED MATERIALS: COURSE READINGS
Please finish the readings prior to completing the discussion posts, exams, and other assignments.
1. Frymier, A. B. (2021). *Persuasion: Integrating theory, research, and practice* (5th ed.). Kendall-Hunt. ISBN: 9781792446191 (print) ISBN: 9781524999728 (ebook available through the publisher)
2. Borchers, T.A. (2013). *Persuasion in the media age* (3rd ed.). Waveland Press, Inc. ISBN: 978-1-57766-826-8
3. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (http://fredonia.libguides.com/library)

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

PREREQUISITES
COMM101: Fundamentals of Communication

ONLINE CLASSROOM ETIQUETTE
The content of this class has the potential to stir up strong emotional reactions because you will encounter ideas and theories that challenge you. A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others' ideas, and ground your own comments in principles of critical thinking. Class discussions online and virtually should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Never send angry messages (also known as "flames") even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately. Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment, IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may not be secure and could be forwarded to your professor or other administrative personnel.

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

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

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

COURSE WORKFLOW
The course begins Monday, August 23, 2021, and the final learning plan will end on Tuesday, December 14, 2021, @ 12 PM.

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

Even if face-to-face courses on campus are canceled online courses will continue to run. Additionally, if a student in Persuasion (online) is required to quarantine or isolate due to exposure to COVID-19, the student should still meet required assignment deadlines.

(1) Learning Plans: Each week's learning plan will open on Friday. You will want to review the learning plan at the beginning of each unit period. Learning plans will start on Tuesdays at 12 PM (Noon) and end on the subsequent Tuesday, also by 12 PM (Noon Learning plans will require that you read the assigned readings in textbooks and articles that are shared as PDFs or hyperlinks. You will also be examining online videos, images, and other communicative acts to augment the assigned readings. Each week's learning plan may include lectures in the form of videos or online books, discussion forum posts, quizzes, and/or a Turnitin dropbox.

(2) Deadlines: Aside from one assignment, work must be submitted by Tuesday at 12 PM. Due dates are subject to change. Notification of schedule adjustments will be made via email, the "news forum," and "latest news" box in OnCourse.
> **(2a)** To ensure that the class has adequate in-depth discussions you should post to discussion forums that include "[2 parts]" at least one time by Sunday at 12 PM. Then, the rest of your discussion forum posts are due by Tuesday at 12 PM.

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

(4) Grades/Feedback: Grades and feedback for the past week's learning plan will be available through OnCourse by 8 PM on a Friday the week after the learning plan closes. Grades are communicated via Gradebook and your COMM379 Google Drive. Grades will be updated in OnCourse weekly.

COURSE POLICIES
(1) Attendance: You are not required to be online or at a precise location at a specific time. You are, however, responsible for logging into and participating in our online course on a regular and timely basis.

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

(3) Submitting Work: You will submit all your work through OnCourse and a Google Drive Folder. You are required to create a Google Drive folder and share the folder link with me via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM379 and must provide me with the ability to edit,

comment, or view shared files that are found in the folder. You will take your exams through OnCourse and post your answers to discussion forums in OnCourse. You will also upload some written assignments to a Turnitin dropbox and your COMM379 Google Drive folder. Your LinkedIn profile will be completed using the LinkedIn website. You will complete the mock interview using "Big Interview."

(4) <u>Late work</u>: I normally do not accept late work. All assignments are due by a **Tuesday at 12 PM [Noon]** even if you are not online at this time. If a dire situation presents itself, turning in an assignment late requires my approval at least 24 hours before the assignment is due. Late assignments will only be accepted under extreme circumstances and will require proof of why you need an extension. Failures of technology (e.g., "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it") and an inability to complete an assignment on time because of one's work schedule, personal life, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have the approval to turn in the assignment late, I will use my discretion when determining a new deadline. Regardless of the reason, a late assignment will receive a significant grade deduction.

One Exception - For a discussion forum post that has 2 parts, you do not need professor approval to submit Part A of a discussion forum past the Sunday deadline. You get one late freebie for turning in Part A past the Saturday due date. After that, it's 2 points off for turning in Part A on Tuesday at 12 PM (instead of Sunday at 12 PM).

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

(5) <u>Written work</u>: Written work will take the form of discussion forum posts, LinkedIn discussion questions, and a cumulative final exam. You will also design a LinkedIn webpage.

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

> **(5b)** Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to cite sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the assignment and the reference section.

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

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

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

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

(6) <u>Exams</u>: Two course exams will be administered using OnCourse. You will have 80 minutes to complete each 40-question exam. You should take all exams alone so 1) do not communicate with another student while taking an exam or 2) help a student who is taking an exam. All arrangements for missing an exam must be made 24 hours prior to the time the exam period is scheduled to end. If such arrangements are not made then no make-up examination will be given and you will receive a zero for the assignment. If you miss the examination and have received permission to do so you must make it up within a reasonable time (normally 72 hours or less).

(7) <u>Technology</u>: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a camera and audio. A device with a keyboard will be better to use than a smartphone for completing assignments. You will need regular, preferably daily, access to OnCourse.

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

<u>**COURSE ASSIGNMENTS**</u>
To view complete descriptions of course assignments and rubrics go to OnCourse > COMMM379 > Select the assignment folder you'd like to learn more about.

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

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

(3) Discussion Forum Posts (17 @ 25 points each & 1 @ 12 points/437 total points): You are required to complete 18 discussion forum posts. Every week you will be asked to reflect on and respond to 1-2 discussion forum prompts. Your 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 from assigned readings and paraphrase them correctly. The original forum post should be 250-700 words.

Additionally, some forums will require that you read the answers posted by your classmates and respond to at least one of their postings. The response to a peer post should: (a) acknowledge the person's points and explain whether you agree or disagree with your peer's message by using personal experience and

outside sources to support their argument, (b) offer a different perspective, and (c) ask an open-ended question to further the conversation. If relevant, you could also (d) provide an online resource relevant to the topic, (e) provide a summary of the ideas posted so far, or (f) offer an analogy.

(4) Power of Persuasion in the Job Search: LinkedIn (profile: 125 points, documentation assignment 64 points/189 total points): LinkedIn has become a standard way to build virtual and personal professional networks. The purpose of this assignment is to help students to shape their presence in the professional world by building a LinkedIn profile that uses content learned in COMM379. When complete, your LinkedIn profile should be a type of resume.

Additionally, you will complete a LinkedIn documentation assignment that requires you to answer 4 questions. When answering each question, you must pinpoint specific examples from your LinkedIn profile and explain how/why the example demonstrates a course concept we're discussed during the semester. Each answer will be 150-300 words long and incorporate scholarly research to explain the course concept that you used to create the LinkedIn profile.

(5) Power of Persuasion in the Job Search: Mock Job Interview (44 points): You will conduct an interview through "Big Interview." You will need to allow 45 minutes to complete the interview. You will be presented with 9 interview questions that you must answer in under 1:30 minutes. Prior to conducting the interview, you should register with Big Interview: https://fredonia.biginterview.com/.

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

(6) Cumulative Final Exam (125 points): This assignment is designed to help build a bridge between the practical and the theoretical and lays the groundwork for you to be able to assess and evaluate theories of persuasion using a documentary. You will select a documentary/docuseries that is at least 60-minutes in length, produced by a credible director, discusses a social issue, and has a goal of persuasion. After you post the information to the "documentary essay topic" discussion forum and receive professor approval, you should watch the documentary. Once you finish watching the documentary, you answer 5 discussion questions posed by the professor. Each answer will account for persuasive strategies that you noticed in the documentary and use academic research to explain a particular persuasive strategy.

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

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up a virtual appointment with me no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution. All grades are kept in OnCourse and updated regularly.

COURSE GRADING CRITERIA

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

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

"C"— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. 'C' work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria were 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:
(1) Dishonesty. This lack of integrity is exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include copying/submitting the work of another, allowing one's own work to be copied, completing an exam or other assignment with another person, reading, without my consent, a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

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

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

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

(2) The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment

in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

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

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

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

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

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

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

FREDONIA STUDENT CONDUCT STATEMENT

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

All students are expected to adhere to all rules and regulations regarding Fall 2021 SUNY COVID-19 Guidelines. Failure to do so constitutes a potential violation of campus rules and regulations that may endanger members of our community.

For your safety and the safety of your classmates and faculty, you are required to comply with the Fall 2021 SUNY COVID-19 Guidelines. Please note that if you refuse to comply with the guidelines during a class, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions. Thank you for helping to maintain a safe campus environment.

COPYRIGHT STATEMENT

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

Parts of this syllabus are adapted from

Gradel, K. (2012). *EDU 349: Education Psychology syllabus*. Fredonia, NY: SUNY Fredonia.

Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.

Lohiser, A. (2020). Personal communication.

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

FREDONIA
STATE UNIVERSITY OF NEW YORK

**Department of
Communication**

Department of Communication
Dr. McGowan-Kirsch
mcgowan@fredonia.edu

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

Learning Plan 1: August 23 - August 31 @ 12 PM [Noon]
Week 1

Topics:	Assigned Readings:
1. Orientation to the course	Course syllabus: PDF reading
2. The concept of persuasion	F: Ch. 1
3. Persuasion in contemporary society: Media ecology	B: Ch. 1
4. Evaluate Sources	Alewine & Canada Ch. 5 : PDF reading
5. Documenting Sources	Alewine & Canada Ch. 6: PDF reading

Assignments:	Deadlines:
• Discussion forum: Media & Persuasion Part A	Sun., Aug. 29 @ 12 PM
• Discussion forum: Media & Persuasion Part B	T, Aug. 31 @ 12 PM
• Discussion forum: Concept of Persuasion	T, Aug. 31 @ 12 PM
• Google Form: Student Information Survey	T, Aug. 31 @ 12 PM
• Quiz: Syllabus	T, Aug. 31 @ 12 PM
• Google Drive Folder: Create a Google Drive folder. Share the folder's link with mcgowan@fredonia.edu.	T, Aug. 31 @ 12 PM

Learning Plan 2: August 31 – September 7 @ 12 PM [Noon]
Week 2

Topics:	Assigned Readings:
1. Attitudes and beliefs	F: Ch. 2
2. Role of theory in persuasion	F: Ch. 7 B: Ch. 2 (pp. 34-38)
3. Early rhetorical theory: Aristotle	B: Ch. 2 (pp. 38-44)

Assignments:	Deadlines:
• Discussion forum: Persuasion Theory & the Audience Part A	Sun., Sept. 5 @ 12 PM
• Discussion forum: Persuasion Theory & the Audience Part B	T, Sept. 7 @ 12 PM
• Discussion forum: Early Rhetorical Theory	
• Early Rhetorical Theory	T, Sept. 7 @ 12 PM
• Google Form - Feedback on Learning Plans 1-2	T, Sept. 7 @ 12 PM

Learning Plan 3: September 7 – September 14 @ 12 PM [Noon]
Week 3

Topics:	**Assigned Readings:**
1. Uses & gratifications theory	B: Ch. 2 (pp. 59-60)
2. Cultivation theory	B: Ch. 2 (pp. 60-61)
	Morgan & Shanahan: PDF reading
3. Truth and Deception	F: Ch. 13
4. Propaganda	F: Ch. 12 (pp. 288-293)

Assignments:	**Deadlines:**
• Discussion forum: UGT & CT Part A	Sun., Sept. 12 @ 12 PM
• Discussion forum: UGT & CT Part B	T, Sept. 14 @ 12 PM
• Discussion forum: Truth, Deception, Propaganda	T, Sept. 14 @ 12 PM

Learning Plan 4: September 14 - September 21 @ 12 PM [Noon]
Week 4

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

Assignments:	**Deadlines:**
• Discussion forum: Media Framing & Agenda-setting Part A	Sun., Sept. 19 @ 12 PM
• Discussion forum: Media Framing & Agenda-setting Part B	T, Sept. 21 @ 12 PM
• Prepare for Exam 1	Learning Plan 5

Learning Plan 5: September 21– September 28 @ 12 PM [Noon]
Week 5

Topics:	**Assigned Readings:**
1. Persuasive political campaigns	B: Ch. 12 (pp. 324-341)
2. Persuasive social movements	B: Ch. 12 (pp. 341-350) Stewart, Smith, & Denton: PDF reading

Assignments:	**Deadlines:**
• Discussion forum: Political Campaigns & Social Movements Forum	T, Sept. 28 @ 12 PM
• Exam 1 (covers content discussed during Learning Plans 1-5)	T, Sept. 28 @ 12 PM

Learning Plan 6: September 28 – October 5 @ 12 PM [Noon]
Week 6

Topics:	**Assigned Readings:**
1. Source factors	F: Ch. 4 B: Ch. 9 (pp. 239-245)
2. Source's image & authenticity	B: Ch. 9 (pp. 245-256) Louden & McCauliff: PDF reading
3. Persuasiveness of the source: Nonverbals, delivery, impression management, & image repair	B: Ch. 9 (pp. 256-264) Benoit: PDF reading

Assignments:	**Deadlines:**
• Discussion forum: Source Factors & Crisis Part A	Sun., Oct. 3 @ 12 PM
• Discussion forum: Source Factors & Crisis Part B	T, Oct. 5 @ 12 PM

Learning Plan 7: October 5 – October 12 @ 12 PM [Noon]
Week 7

Topics:	**Assigned Readings:**
1. Receiver & Channel Factors (including audience segmentation)	F: Ch. 6 B: Ch. 5 (pp. 141-149)
2. Compliance Strategies	F: Ch. 12 (pp. 273-288) B: Ch. 14 (pp. 379-389)

Assignments:	**Deadlines:**
• Discussion forum: Receiver Characteristics & Compliance Strategies Part A	Sun., Oct. 10 @ 12 PM
• Discussion forum: Receiver Characteristics & Compliance Strategies Part B	T, Oct. 12 @ 12 PM

Learning Plan 8: October 12 – October 19 @ 12 PM [Noon]
Week 8

Topics:
1. Message factors

2. Elaboration likelihood model

Assigned Readings:
F: Ch. 5
B: Ch. 11
B: Ch. 7 (pp. 184-186)

F: Ch. 11
B: Ch. 2 (pp. 51-54)

Assignments:
- Discussion forum: ELM & EPPM Part A
- Discussion forum: ELM & EPPM Part B

Deadlines:
Sun., Oct. 17 @ 12 PM
T, Oct. 19 @ 12 PM

Learning Plan 9: October 19 – October 26 @ 12 PM [Noon]
Week 9

Topics:
1. Consistency & cognitive dissonance theory

2. Attribution Theory, self-perception theory

3. Social judgment theory

Assigned Readings:
F: Ch. 9
B: Ch. 2 (pp. 47-49)

Frymier & Nadler: PDF reading
B: Ch. 14 (pp. 386-389)

F: Ch. 8

Assignments:
- Discussion forum: CDT, AT, & SPT Part A
- Discussion forum CDT, AT, & SPT Part B
- Discussion forum: SJT
- Google Form: Mid-semester course evaluation

Deadlines:
Sun., Oct. 24 @ 12 PM
T, Oct. 26 @ 12 PM
T, Oct. 26 @ 12 PM
T, Oct. 26 @ 12 PM

Learning Plan 10: October 26– November 2 @ 12 PM [Noon]
Week 10

Topics:
1. Advertising

2. The reasoning process: Toulmin Model

3. Social Information Processing Theory & presentation of self online

Assigned Readings:
B: Ch. 13

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

B: Ch. 14 (pp. 389-394)
Walther: PDF reading
Whitty: PDF reading (skip section 2)

Assignments:
- Discussion forum: Advertising & Toulmin Model Part A
- Discussion forum: Advertising & Toulmin Model Part B
- Discussion forum: Personal selling Forum

Deadlines:
Sun., Oct. 31 @ 12 PM
T, Nov. 2 @ 12 PM
T, Nov. 2 @ 12 PM

Topics:	**Assigned Readings:**
1. Cultural beliefs, values, & behaviors	B: Ch. 8
2. Semiotics	B: Ch. 2 (pp. 44-47)
3. Ideology & Ideographs	B: Ch. 7 (pp. 203-206)

Assignments:	**Deadlines:**
• Discussion forum: Culture & Semiotics	T, Nov. 9 @ 12 PM
• Exam 2 (covers content learned in Learning Plans 6-11)	T, Nov. 9 @ 12 PM

Learning Plan 12: November 9 – November 16 @ 12 PM [Noon]
Week 12
Learning Plans 12 & 13 open on the same day – Nov. 5, 2021

NOTE$_1$: Technology requirements for this week's major assignment: Electronic device such as a computer, tablet, or smartphone along with a webcam, microphone, audio/speaker, uninterrupted Internet access

NOTE$_2$: Location requirement for this week's major assignment: You will need a space that has a professional background and no noise.

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

Assignments:	**Deadlines:**
• Job interview-Big Interview	Sun., Nov. 14 @ 12 PM
• Discussion forum: Job Interview Part A	Sun., Nov. 14 @ 12 PM
• Discussion forum: Job Interview Part B	T, Nov. 16 @ 12 PM

Topics:	**Assigned Readings:**
1. Creating a LinkedIn profile	Big Interview webpage & video
2. How to: Create a LinkedIn Profile	Big Interview: LinkedIn video
3. Prof. Austin's How to: Use LinkedIn for Beginners	Prof. Heather Austin video [and any of her other LinkedIn videos]
4. Finding scholarly sources using library databases	PDF file & video

It's STRONGLY recommended that you submit these assignments by F, Nov. 19, 2021 before you leave for Thanksgiving break. However, you "officially" have until T, Nov. 23, 2021 to complete the assignments.

Assignments:	**Deadlines:**
• LinkedIn Profile [submitted via Google Doc]	T, Nov. 23 @ 12 PM
• LinkedIn documentation assignment	T, Nov. 23 @ 12 PM
• Share LinkedIn profile hyperlink	T, Nov. 23 @ 12 PM
• Extra credit: Discuss interview with someone in the CDO [optional]	T, Nov. 23 @ 12 PM
• Extra credit: LinkedIn #COMM379 post [optional]	T, Nov. 23 @ 12 PM

==*About: The Last Three Learning Plans*==
Learning Plans 14-16 open on the same day – Nov. 19, 2021

Learning Plan 14: November 23 – November 30 @ 12 PM [Noon]
Week 14 [Thanksgiving Break]

Topics:	**Assigned Readings:**
1. No new content	

Assignments:	**Deadlines:**
• Nothing due	

Learning Plan 15: November 30 – December 7 @ 12 PM [Noon]
Week 15

Topics:
   1. Ethical Issues in Persuasion

   2. Ethical Issues in Persuasion: Fallacies

   3. What is a documentary/docuseries?
   4. Assignment Guidelines: Cumulative Final Exam

Assigned Readings:
B: Ch. 3
F: Ch. 14

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

PDF file
PDF file

Assignments:
- Discussion Forum: Post Documentary/Docuseries Topic
- Discussion Forum: Farewell to class
- Watch documentary/docuseries you selected
- Extra Credit: Discussion Forum: Who Taught You Something New? [optional]
- Google Form: COMM379 Unofficial End-of-Semester Evaluation

Deadlines:
Sun., Dec. 5 @ 12 PM
T, Dec. 7 @ 12 PM
T, Dec. 7 @ 12 PM
T, Dec. 7 @ 12 PM

T, Dec. 7 @ 12 PM

Learning Plan 16: December 7 - December 14 @ 12 PM [Noon]
Week 16

Topics:
   1. Assignment Guidelines: Cumulative Final Exam

Assigned Readings:
PDF file

Assignments:
- Cumulative Final Exam
- Google Form: COMM379 Unofficial End-of-Semester Evaluation
- Double check all grades to make sure everything is accurate

Deadlines:
T, Dec. 14 @ 12 PM
T, Dec. 14 @ 12 PM

T, Dec. 14 @ 12 PM

** Schedule Notes:
- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- Last day to **drop** the course is Friday, August 27, 2021.
- **Mid-semester grades** are available to students on Thursday, October 14, 2021.
- The last day to **withdraw** from the course is Monday, November 29 2021
- **Final grades** are due to the Registrar's Office on Wednesday, December 22, 2021 and will be made available through OnCourse.
- **Final grades** are available to students through Your Connection on Thursday, December 23, 2021.