

COMM379: Persuasion Syllabus

Fall 2017

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, the course focuses on the integration of persuasion theory, research, and its practical application. We will take a broad-based approach to the scope of persuasion and thus expand your understanding of what persuasion is and how it is utilized. The class readings, discussions, and assignments will strengthen your knowledge of persuasion theory, the ways in which you can be an 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. Furthermore, to enrich your understanding of persuasion theory, this course examines how citizens (individually and collectively) seek social change in society. Therefore, we will focus on the process of persuasion in a variety of contexts including the media, politics, interpersonal relationships, and our culture.

ANGELA MCGOWAN, PHD

CONTACT INFORMATION

- ❖ Office: McEwen Hall 304A
- ❖ Office Phone: 716-673-3260
- ❖ Email: mcgowan@fredonia.edu
- ❖ Professional Website:
<http://angelammcgowan.weebly.com>

OFFICE HOURS

- ❖ MWF: 9:00-10:30 a.m.
- ❖ Tuesday: By appointment only

CLASSROOM

- ❖ McEwen Hall 201

MEETING TIME

- ❖ MWF: 1-1:50 p.m.

COURSE OBJECTIVES

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

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

COURSE READINGS

Please complete the readings before the assigned class period.

1. Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice* (3rd ed.). Dubuque, IA: Kendall-Hunt. ISBN: 978-1465217912
2. Borchers, T.A. (2013). *Persuasion in the media age* (3rd ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 978-1-57766-826-8
3. Additional readings, including journal articles and popular press articles not found in the textbooks, will be available through OnCourse and Google Drive.

COURSE POLICIES

- ❖ **Attendance:** Class begins promptly at 1:00 p.m. and the professor will take attendance at the start of class. Students who arrive late or leave early will be penalized. Arriving late (after 1:00 p.m.) or leaving early 4 times equals one absence. If you will be more than 10 minutes late to class, please do not come in the classroom. You have missed class for the day and will be marked absent.

You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused

(i.e., artistic performances, research conferences, intercollegiate athletic events, student government, required class field trips). If your absence is excused and you miss class the day of an in-class graded assignment, such as an application assignment, you can make-up the points by writing a 250 word essay that discusses the course content examined the day you missed and connecting the content to real life. You must submit the typed essay within 24 hours of the missed class. It is your responsibility to get the notes you missed.

The professor will keep track of attendance in OnCourse. The attendance key is as follows: P-Present, L-Late, E-excused, LE- left early, A-Absent. Students are responsible for checking their attendance and notifying the professor of a discrepancy.

- ❖ **Class 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 and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins. (Adapted from: Palczewski, C. H. (2012). Comm4216: Political communication syllabus. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>)
- ❖ **Late work:** Assignments are due in hard copy and/or via dropboxes in OnCourse within the first 5 minutes of class (by 1:05 p.m.). Deadlines apply even if you are not in class the day the assignment is due. Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., "my computer crashed," "the Internet was down," "the file won't open," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Assignments may not be accepted or receive a severe grade deduction (30%) if turned in late. Assuming you have professor approval, late work will only be accepted up to 3 days after the due date. Moreover, all arrangements for missing a presentation must be made at least 24 hours prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the presentation 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 textbooks and readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings.

Some written assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments that have submitted during past sections of COMM379, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student's assignment.

All written work must be (1) submitted in hard copy by the start of class and (2) written in APA style: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, 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.

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:** Once the exam has been distributed you cannot leave the room until you finish your exam. If you miss the examination and have a legitimate reason for doing so, you must make it up within a reasonable time

(normally 72 hours or less). All arrangements for missing the examination must be made 24 hours prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for that assignment. Students are expected to take the final exam on the designated day and time unless there are dire circumstances that require a student to take the final exam early.

- ❖ **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the pair as a whole and (2) each student will complete an evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of each group member. If a group member is sick on the day of your group presentation, the group will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

The following sanctions will be imposed by group members when a peer violates the group's code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date.

- ❖ **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 supplemental readings will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

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

- ❖ **Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her 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 ASSIGNMENTS

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

- 1. Exams (225 points each/450 total points):** You will take two exams that may include matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam 1 will cover material learned from August 21 – October 9 and Exam 2 will cover content from October 16 – December 6.
- 2. Persuasive Op-Ed (250 total points):** This assignment asks you to use theories and concepts of persuasion to develop your own persuasive message. In writing the 750-1000 word (≈ 3-4 pages) op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of persuasive communication theories, processes, and concepts as they relate to a specific persuasive context. The op-ed should be supported with substantial research and utilize persuasive strategies discussed in class. Additionally, you will write a 500-750 word (≈ 2-3 pages) documentation essay that discusses the persuasive strategies utilized in your op-ed and an explanation of why you chose particular persuasive strategies.
- 3. Participation (150 total points):** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss them. In addition, we will begin each class period with an open discussion about current situations informed by our readings. As such, students are

expected to follow daily media publications. Participation consists of more than attendance – students must verbally express themselves each class, accurately compete in-class assignments, and pass reading checks that are distributed on undisclosed days. Furthermore, on specific days students will be asked to bring in an example of course content and include a short (150-200 word) summary that explains how the example demonstrates the course concepts discussed that day.

- a. Syllabus quiz (OnCourse) 9 points
- b. 8 “bring in an example of” assignments 7 points each/56 points total
- c. “E-team documentary” discussion questions 20 points
- d. In-class activities and discussion participation 65 points

4. **Reading Augmentation (150 total points):** You and a partner will be assigned one day to augment the readings with contemporary examples. During your 2-4 minute oral presentation, you share a responsibility with the professor to make the class time interesting and productive for those who have already read the assigned readings. Therefore, you should adapt the example(s) and explanation(s) to classmates’ interests and levels of knowledge and be prepared to respond to questions from your classmates. The example(s) and essay should be uploaded to OnCourse dropboxes by 1 p.m. To successfully complete the assignment, you must:
- a. locate at least one example that demonstrates a concept or idea discussed in the assigned reading(s) and bring the example(s) to class.
 - b. construct a 250-500 word essay that explores the connection between the reading and your example(s).
 - a. deliver a 2-4 minute presentation that walks the audience through what you see happening in the example(s). Your presentation should reference/explain specific concepts from that day’s readings. You will use the projection equipment to display the example and may also use PowerPoint.

COURSE GRADING

- ❖ After a grade is returned, students must wait 24 hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.
- ❖ The professor does not discuss grades over email.
- ❖ All grades are kept in OnCourse and will be updated regularly.
- ❖ Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A).

Final Grade		
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 GRADING CRITERIA

- “A”— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B”— Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix,
- “C”— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.
- “D”— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’

work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

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.
- ❖ **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 going to <http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic>.

TUTORING SERVICES

- ❖ 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.

LEARNING ACCOMMODATIONS

- ❖ 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 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 PHILOSOPHY

- ❖ 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>

TENTATIVE COURSE SCHEDULE*

Week	Date	Topic	Reading Due	Assignment Due
		Introduction to Persuasion		
1	8/21	Welcome to the course		
	8/23	The concept of persuasion	F&N: Ch. 1	
	8/25	Persuasion in contemporary society: Media ecology	B: Ch. 1 (pp. 3-16)	
2	8/28	Media Influences on Persuasion	B: Ch. 4	OnCourse-Syllabus Quiz (due by 11:59 p.m.) Bring technology
	8/30	Persuasion and the audience: Attitudes, definition, formation, & measurement Persuasion in contemporary society: Persuasion in media and culture	F&N: Ch. 2 B: Ch. 1 (pp. 16-32)	
	9/1	Role of theory in persuasion Discuss reading augmentation assignment	F&N: Ch. 4 B: Ch. 2 (pp. 34-38)	
		Persuasion in Media & Political Contexts		
3	9/4	NO CLASS		
	9/6	Early rhetorical theory: Ethos, logos, pathos & persuasive speaking situations	B: Ch. 2 (pp. 38-44)	
	9/8	Uses & gratifications theory	B: Ch. 2 (pp. 59-60) Grellhesl & Carter-OnCourse (skip sections 6 & 7)	Reading augmentation topic choice
4	9/11	Cultivation theory	B: Ch. 2 (pp. 60-61) Morgan & Shanahan-OnCourse	
	9/13	NO CLASS		
	9/15	Reporting political news: News media bias – myths and realities	Perloff-Google Drive	Print/bring in news story that has a clear bias Bring technology
5	9/18	Fake News	Allcott & Gentzkow-OnCourse	Print/bring in example of fake news
	9/20	Cognitive media effects: Agenda-setting & priming	B: Ch. 2 (pp. 61-64) Waters-OnCourse (ignore statistics)	Print/bring in example of agenda-setting
	9/22	Cognitive media effects: Framing	Entman- OnCourse Manusov & Harvey-OnCourse	Reading augmentation Pair 1
6	9/25	Persuasive campaigns & movements	B: Ch. 12	
		Persuasion in Interpersonal Contexts		
	9/26	Cover letter/resume workshop, 1-2:30 p.m., WLM CTR S204 ABC		
	9/27	Social judgment theory	F&N: Ch. 5	Reading augmentation Pair 2
	9/29	Consistency & cognitive dissonance theory	F&N: Ch. 6	Reading augmentation Pair 3
7	10/2	Self-perception theory	F&N: Ch. 7	Reading augmentation Pair 4

Week	Date	Topic	Reading Due	Assignment Due
	10/4	Sequential request strategies, personal selling, & presentation of self online	B: Ch. 14 (pp. 386-394) Whitty-OnCourse (skip section 2)	Print/bring in example that uses a technique
	10/6	NO CLASS		
8	10/9	Elaboration likelihood model	F&N: Ch. 9	Reading augmentation Pair 5
	10/11	Exam I Review Day		Bring technology, class notes, and assigned readings
	10/13	Exam I (covers content discussed 8/21-10/9)		Exam I
		Persuasiveness of the Source		
9	10/16	Source factors Discuss op-ed assignment	F&N: Ch. 10 B: Ch. 9 (pp. 239-245)	Reading augmentation Pair 6
	10/18	Source's image & authenticity	B: Ch. 9 (pp. 245-256) Louden & McCauliff-OnCourse	Reading augmentation Pair 7
	10/20	Persuasiveness of the source: Nonverbals, delivery, & impression management	B: Ch. 9 (pp. 256-262) Benoit-OnCourse	Print/bring in example of image restoration
		Forming the Argument & Style		
10	10/23	The reasoning process: Toulmin Model	B: Ch. 10 (pp. 268-285)	
	10/25	The reasoning process: Narratives	B: Ch. 10 (pp. 285-288) Fisher-OnCourse	Approval of op-ed topic choice
	10/27	The reasoning process: Evaluating a persuader's reasoning (fallacies!) Conducting academic research	B: Ch. 10 (pp. 288-295) Go to: http://www.iep.utm.edu/fallacy/#H6 and read the fallacies' descriptions	Print/bring in example of a persuasive message containing a fallacy
11	10/30	Message factors: Emotional appeals and motivational appeals Extended Parallel Processing Model	F&N: Ch. 11 (pp. 231-250) B: Ch. 11	Reading augmentation Pair 8
	11/1	Using language strategically: Powerful versus powerless speech and intense language	F&N: Ch. 11 (pp. 250-254) B: Ch. 7 (pp. 184-188)	Reading augmentation Pair 9
	11/3	Inoculation theory	F&N: Ch. 11 (pp. 255-257) Banas & Rains-OnCourse	Reading augmentation Pair 10
		Persuasion, Culture, & Audience		
12	11/6	Receiver characteristics	F&N: Ch. 13 B: Ch. 5 (pp. 141-149)	Reading augmentation Pair 11
	11/8	Persuasion & visual images	B: Ch. 6	Reading augmentation Pair 12
	11/10	Ideology & ideographs	B: Ch. 7 (pp. 203-206) Palczewski-OnCourse	Print/bring in example of an ideograph
13	11/13	Semiotics Defining culture & conflict	Tonder-OnCourse B: Ch. 8 (pp. 209-216)	Op-ed Due
	11/15	Cultural beliefs, values, behaviors	B: Ch. 8 (pp. 218-231)	
	11/17	Advertising	B: Ch. 13	
14	11/20-11/24	NO CLASS		
		Tactics & Strategies		

Week	Date	Topic	Reading Due	Assignment Due
15	11/27	Watch “E-Team” documentary in-class		
	11/29	Watch “E-Team” documentary in-class		“E-Team” discussion question answers
	12/1	Compliance-gaining	F&N: Ch. 12 (pp. 269-280) B: Ch. 14 (pp. 379-386)	
16	12/4	Propaganda	F&N: Ch. 12 (pp. 281-288) Hall-OnCourse	Print/bring in example of propaganda aimed at harming America’s reputation abroad
	12/6	Persuasion & a job interview Watch Amy Cuddy’s Ted Talk “Your body language may shape who you are”	B: Ch. 14 (pp. 394-400)	
	12/8	Exam II Review Day		Bring technology, class notes, and assigned readings
Finals Week	F, 12/15 1:30-3:30 p.m.	Exam II (covers content discussed 10/16-12/6)		Exam II

Key:

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

*Schedule Notes:

- ❖ The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- ❖ Important Registrar Dates: Aug. 25 (final day to DROP courses), Oct. 19 (mid-semester grades available), and Nov. 3 (final day with WITHDRAW from course).
- ❖ Final grades will be available to students on Dec. 21, 2017 after 3:00 p.m.

COMM379: Persuasion Op-Ed Assignment Guidelines

Worth: 250 total points

Due: Op-ed, reference page, and documentation essay should be printed and turned in via Turnitin by 1 p.m. on M, Nov. 13. The topic must be chosen by W, Oct. 25, 2017.

Purpose: News outlets, such as *The New York Times*, rely on readers to write op-eds as a means for voicing citizen's concern. The ability to state ideas clearly and back them up with proof is an especially important skill since opinionated self-expression is easier and more encouraged than ever before. In writing an op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of communication theories, processes, and concepts as they relate to persuasion.

Description: This assignment asks you to use theories and concepts of persuasion to develop your own persuasive message. In writing the 750-1000 word (\approx 3-4 pages) op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of persuasive communication theories, processes, and concepts as they relate to a specific persuasive context. The op-ed should be supported with substantial research and utilize persuasive strategies discussed in class. Additionally, you will write a 500-750 word (\approx 2-3 page) documentation essay that discusses the persuasive strategies utilized in your op-ed and an explanation of why you chose particular persuasive strategies.

Topics: Sign-up for your topic using the Google Doc that's available by clicking on this link:

https://docs.google.com/document/d/1Jf_4wofEJ_gfcjPFxjeUXqumPD3oBhiBBGp9Zyoefao/edit?usp=sharing.

(1) Each person will select a different topic. (2) Topics are first come first serve so please check the list prior to writing the topic. (3) Topic should cover a current event (a controversial issue discussed in the news since June 1, 2017). (4) Topics cannot be religious in nature. (5) The topic should be original and creative; therefore, off-limit topics include abortion, capital punishment (death penalty), steroids usage in sports, Common Core, driving tests for the elderly, legalizing marijuana, obesity, drunk driving, exercise, texting while driving, recycling, climate change, wearing a seatbelt, smoking, eating healthy, organ donation, safe sex, STD/STI, euthanasia/physician assisted suicide, lowering the drinking age.

Directions: You should keep in mind the following steps while completing the assignment.

1. Locate a topic, such as issues being discussed in the local, state, national, or international media, which has appeared in the news since June 1, 2017
2. Read/review the conversation that surrounds the controversy. Pay particular attention to the two sides of the issue. While reading the articles, begin to understand the context for the discussion and identify opponents' and proponents' central arguments, tone, and audience.
3. Write a 750-1000 word op-ed (\approx roughly 3-4 pages) that . . .
 - crafts an argument that follows the Toulmin Model (see B: Ch. 10).
 - incorporates at least 3 theories of persuasion discussed in the course.
 - uses evidence from scholarly resources and non-biased news sources to support the thesis. This includes paraphrasing and using direct quotations to offer one's own assessment of what is happening.
 - adopts Entman's (1993) approach to framing meaning you should "select some aspects of a perceived reality and make them more salient in a communication text, in such a way as to promote a particular problem, definition, causal interpretation, moral evaluation, and/or treatment recommendation" (pp. 185-186).
 - offers a non-biased summary of the context in which the issue is occurring.
 - discusses how the issue is relevant to the audience.

- concludes by leaving the reader contemplating the op-ed and wanting to follow through with the author's call to action.
 - is free of fallacies (see B: Ch. 10 (pp. 288-295)).
4. Write a 500-750 word essay (≈ 2-3 pages) that discusses the persuasive strategies utilized in your op-ed and provides an explanation of why you chose particular persuasive strategies.
- Search the academic databases (see complete list on OnCourse > Researching, Writing, & Citing Handouts > List of Relevant Journals PDF) to locate academic articles that explain (1) your approach to framing the story and (2) the 3 persuasive strategies you utilized in your op-ed.
 - Explain why you chose particular persuasive strategies.
 - Provide 2-3 examples (page number and paragraph number) that show how you used each persuasive concept.
 - Example: "The most appropriate persuasive frame to use in order to shape the audiences opinion on gender neutral bathrooms is a thematic news frame (see p. 1, para. 3). Simon and Jones (2011) define a thematic news frame as placing "public issues in some more general or abstract context." To get a better understanding of the appropriate use of a thematic news frame, one can turn to Benjamin (2007) and her documentation on the subject. She emphasizes that a thematic frame "focuses on trends over time... would include the public (surrounding environment, public institutions) and highlights how to fix the conditions that led to the problem" (Benjamin, 2007). With these in mind, a thematic frame worked well to show the audience, consisting of millennials attending college, that gender neutral bathrooms are needed on college campuses. On p. 3, para. 4 of the op-ed, there is a focus on the need to stop transgender and non-gender conforming people being persecuted for using the restroom."

Essay Requirements:

* Note: One copy of the essay must be printed and submitted in person and online using Turnitin. The op-ed's and documentation's Originality Report should be at or below 12 percent.

Style—Op-Ed

- Op-Ed Length: The op-ed should be 750-1000 words (≈ 3-4 pages) and include a word count on the last page of the op-ed. The reference page does NOT count toward your page minimum or maximum.
- Research/Source Requirements: 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.
 - At least 4 sources of which 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 textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the op-ed.

Style—Documentation Essay

- Documentation Essay Length: 500-750 word essay (≈ 2-3 pages). The reference page does NOT count toward the page minimum or maximum.
- Research/Source Requirements: 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.
 - At least 2 sources of which only 1 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appearing in print do not count toward the 2).
 - The textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the documentation essay.

Style—Both

- Written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. 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.
- 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.
- Synthesize research and introduce/contextualize direct quotes.

Content—Both

- Rely more on paraphrasing than direct quotes.
- Use quotation marks around quotations from sources.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If 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, the textbooks, and any additional readings to support claims made in the op-ed and essay.

Essay Evaluation:

To see the full rubric, go to OnCourse > COMM379 > Assignment Guidelines, Rubrics, Dropboxes, & Attendance > Persuasive Op-Ed > Op-Ed-Rubric

- 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: 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.

COMM379: Participation Assignment Guidelines

Worth: 150 total points

- | | |
|--|-------------------------------|
| • Syllabus quiz (OnCourse) | 9 points |
| • 8 “bring in an example of” assignments | 7 points each/56 points total |
| • “E-team documentary” discussion questions | 20 points |
| • In-class activities and discussion participation | 65 points |

Due: Throughout the semester

Description: This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss them. In addition, we will begin each class period with an open discussion about current situations informed by our readings. As such, students are expected to follow daily media publications. Participation consists of more than attendance – students must verbally express themselves each class, accurately complete in-class assignments, and pass reading checks that are distributed on undisclosed days. Furthermore, on specific days students will be asked to bring in an example of course content.

Participation Assignment: Syllabus Quiz

Due: M, August 28, 2017 by 11:59 p.m.

Worth: 9 points

Directions: To demonstrate your understanding of course policies and expectations, you should take this 9-question quiz. The questions types include multiple choice, true/false, and matching.

Quiz settings: You are only allowed 1 attempt to take this quiz. You will see two questions per page. The quiz is set to offer “deferred feedback” which means you need to answer each question and then submit the entire quiz before anything is graded.

How to take the quiz: Click on the quiz link, click on the “attempt quiz now” button. Click on the “next” button at the bottom of the page to see the next page of questions. to finish the exam, click “finish attempt” in the navigation block of “next” on the last page of the exam. You’ll want to pay attention to the “time left” countdown timer that’s in the “quiz navigation” menu bar on the left of the OnCourse quiz. When you’re taking the quiz, you can click on “flag question” so that when you look at the quiz navigation menu you can see what questions you’d like to revisit.

Quiz navigation: Similar to taking a quiz in a face-to-face class, you can revisit questions as you progress through the quiz/exam. In other words, you are free to navigate your way through the questions in whatever ever best suits you. When you start the quiz/exam you’ll see a “quiz navigation” menu on the left side bar. If you’d like to change revisit a question, you can click on the question number. OnCourse will mix the essay/short answer questions in with the multiple choice questions. Since your exam permits you to “navigate freely” you may choose to skip the essay/short answer questions and respond to them after the multiple choice questions are answered.

Grading quizzes: Both quizzes are marked for auto grading. This means you will be able to see your score on the quiz after you complete the quiz and also when you look at the gradebook.

Participation Assignment: Course Content Examples

Due: See syllabus for due dates

Worth: 7 points each

Summary Requirements: Write a 150-250 word essay (≈1 page) that pinpoints specific ways in which the example demonstrates concepts discussed in that day’s reading. Be prepared to share your example with the class. The example should not be one that we have discussed in a previous class; in other words, the example should be original in that it is something that you locate on your own.

A few requirements to keep in mind:

1. Your summary should explicitly and clearly connect the concepts learned in the course to the example.
2. Clearly label, define, and identify (type in bold and underline) the each concept that you’re discussing. Cite the course textbook when referencing information, such as defining the concept, from the book.
3. Make sure you use APA reference style: justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.
4. The reference page should cite the course textbook that discusses the key concept and the example.
5. Include in-text citations when referencing content that’s coming from a source.

Example excerpt from an “A” summary:

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. 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.

Assessment Rubric:

A (7 pts.)	B (6 pts.)	C (5 pts.)	D (4.5 pts.)	F (3-0 pts.)
<ul style="list-style-type: none"> - the example is excellent, relevant, and clearly relates to course concepts. - the example sufficiently augments that day’s reading. - the summary systematically and sufficiently explains how example demonstrates the course concepts. 	<ul style="list-style-type: none"> - the example is decent, somewhat relevant, and adequately relates to course concepts. - the example adequately augments that day’s reading. - the summary correctly explains how example demonstrates the course concepts discussed that day but needs more information. 	<ul style="list-style-type: none"> - the example is mediocre and relation to course concepts is confusing. - the document lacks a thorough discussion of the connection between that day’s reading and the example. 	<ul style="list-style-type: none"> - the example is obscure, not related to content, and connection to reading is vague. - the document lacks a thorough exploration of course concepts. 	<ul style="list-style-type: none"> - the example is either not present or insufficient. - the document is either not present or insufficient.

Participation Assignment: E-Team Documentary

Due: W, Nov. 29, 2017

Worth: 20 points

Directions: As you watch the Netflix documentary “E-Team” during class, you will answer a series of discussion questions. Answering these questions should demonstrate your understanding of course concepts and be a review for your final exam. The professor will give the questions to you the first day we watch the film.

Assessment Rubric: Your answers will be graded based on thoroughness and ability to connect course content to specific incidents happening within the documentary.

A+ to A- (20-18 pts.)	B+ to B- (17-16 pts.)	C+ to C- (15-14 pts.)	D+ to D- (13-12 pts.)	F (10-0 pts.)
Superior: Answers all parts of the questions accurately, draws on concrete examples, and clearly explains how example demonstrates the course concepts.	Above average: Answers all parts of the questions accurately, integrates concepts, answers need more details.	Competent: Attempts to answer some of questions but fails to include specifics and/or examples.	Deficient: Demonstrates minimal understanding of course concepts and understanding of film.	Not turned in or inefficient

Rubric: Assessing In-class Activities and Discussion Participation

Worth: 65 points

Directions: At the end of the semester, your participation during class will be assessed s follows:

Category	Exemplary	Proficient	Developing	Unacceptable
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations.	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.
Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.	Student is often inattentive and lacks focus in class (may be distracted by technology). Occasionally	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; uses

	on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Occasionally needs encouragement or reminder from instructor of focus of comment.	makes disruptive comments while others are speaking; may use technology at inappropriate times.	technology inappropriately, etc.
Attitude	Student is always respectful of others, and professor, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.

Category	Exemplary	Proficient	Developing	Unacceptable
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes.	Student frequently sleeps and/or disrupts class.

Grade Range

65/65	A+	57/65	B+	51/65	C+	44/65	D+
62/65	A	55/65	B	49/65	C	42/65	D
59/65	A-	52/65	B-	46/65	C-	39/65	D-

COMM379: Reading Augmentation Assignment Guidelines

Worth: 150 total points

- Example & essay: 60 points
- Oral presentation: 70 points
- Partner evaluation: 20 points

Due: Each “reading augmentation” is due on a specific day. The sign-up sheet is available in Google Drive. Here’s a link to the Google Doc:

<https://docs.google.com/document/d/1GblJQOQNf8OV8sQSRkt4mdIYQvIRVsBFGwxnEQgsLcQ/edit?usp=sharing>.

You must select your reading augmentation topic and partner by Friday, September 8, 2017.

Due Date	Chapter
Sept. 22	Entman along with Manusov, “Framing”
Sept. 27	F&N: Ch. 5, “Social Judgment Theory”
Sept. 29	F&N: Ch. 6, “Consistency & cognitive dissonance theory”
Oct. 2	F&N: Ch. 7, “Self-penetration theory”
Oct. 9	F&N: Ch. 9, “Elaboration likelihood model”
Oct. 16	F&N: Ch. 10 & B: Ch. 9 (pp. 239-245), “Source factors”
Oct. 18	B: Ch. 9 (pp. 245-256) & Louden, “Source image & authenticity”
Oct. 30	F&N: Ch. 11 (pp. 231-250) & B: Ch. 11, “Message factors”
Nov. 1	F&N: Ch. 11 (pp. 250-254) & B: Ch. 7 (pp. 184-188), “Using language strategically”
Nov. 3	F&N: Ch. 11 (pp. 255-257) & Banas, “Inoculation theory”
Nov. 6	F&N: Ch. 13 & B: Ch. 5 (pp. 141-149), “Receiver characteristics”
Nov. 13	B: Ch. 8 (pp. 209-216) & Tonder, “Semiotics”

Description: You and a partner will be assigned one day to augment the readings with contemporary examples. Your task is to supplement the class discussion with your own examples. During your 2-4 minute oral presentation, you share a responsibility with the professor to make the class time interesting and productive for those who have already read the assigned readings. Therefore, you should adapt the example(s) and explanation(s) to classmates’ interests and levels of knowledge and be prepared to respond to questions from your classmates. You will also submit a short essay that connects the example to course content and a peer evaluation.

Part I: Example & Essay

Worth: 60 points

Example: Locate at least one contemporary example that explains the course content discussed that day. You should adapt the example(s) and explanation(s) to classmates’ interests and levels of knowledge.

Essay: The 250-500 word essay should be written in proper APA format and explore the connection between the reading and your example(s). The essay should include at least 2 credible academic sources. Research used during the oral presentation can be cited in the essay.

Source requirement/reference page: 2 academic/credible sources (other than readings assigned in class and the example). The reference page should be written in proper APA format.

Due: The example(s) should be uploaded by 1 p.m. on the day of your presentation. Upload the example(s) to OnCourse > Assignment Guidelines, Rubrics, Dropboxes, & Attendance > Reading Augmentation-Example(s) assignment dropbox. The essay should be uploaded to the “Reading Augmentation Essay” Turnitin dropbox. You should also print off one copy of the example, essay, and reference page and submit the documents at the start of class.

Part II: Oral Presentation

Worth: 70 points

As a pair, you will deliver a presentation that walks the audience through what you see happening in the example(s). Your presentation should reference/explain specific concepts from that day's readings. You should find relevant research found from sources other than the course readings, offer a clear explanation of the example, and deliver an extemporaneous presentation. In so doing, you will demonstrate your familiarity with the topic and use evidence from outside sources to support your claims. To do this successfully, you must have updated evidence and knowledge of the history of the topic.

In this role, you share a responsibility with the professor to make the class time interesting and productive for those who have *already* read the text. That means you should not repeat what is said in the textbook but instead you should enhance the textbook's content by relating the information to contemporary examples and outside research. Make sure you adapt the example(s) and explanation to classmates' interests and levels of knowledge and be prepared to respond to questions from your classmates.

Your oral presentation will be evaluated based on clarity and accuracy of ideas presented, adaptation to classmates' interest and level of knowledge, and presentational qualities.

Presentation Requirements:

- The presentation should be 2-4 minutes.
- Provide at least one real life example that creates understanding of course concepts
- Discuss conclusions you uncovered in your research, the example's purpose, audience, and how the example demonstrates the concepts
- Respond to questions from classmates
- Include oral citations (author, title, year) for at least 2 academic/credible sources (other than readings assigned in class and the example)
- Use 3x5 notecards
- Presenters should dress professionally ([business casual](#))
- Presentation should be delivered extemporaneously
- PowerPoint or Prezi should be used to supplement the presentation, even if it is only to project the example on the screen.
 - The visual aid should be uploaded to OnCourse by 1 p.m. on the day of your presentation.
 - PowerPoint presentation should consist of no more than 6 slides following the 6x6 rule. The title slide, transition slides, and picture-only slides do not count towards the allotted 6 slides.
 - You can show pictures and graphs. Video clips should not take up more than 30 seconds of the presentation.

Part III: Peer Evaluation

Worth: 20 points

You will complete a peer evaluation form to indicate the relative participation and contribution of your partner. Comments made on the evaluation sheet and specific scores will not be shared with your partner. The evaluation form is available through OnCourse. The peer evaluation form should be emailed to Dr. McGowan (mcgowan@fredonia.edu) the day your reading augmentation is due.

Team Project Policies:

- Dismissal of Group Member: The following sanctions will be imposed by group members when a peer violates the group's code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date. Professor intervention is not possible unless these steps are followed before students turn in the assignment.
- Evaluation: The peer evaluation grade should accurately reflect each person's contribution to the project.

Peer Evaluation Criteria:

<ul style="list-style-type: none">attends <u>all</u> group meetings, arrives on time, and is fully prepared	<ul style="list-style-type: none">contributes to group discussions and encourages others to participate	<ul style="list-style-type: none">completes <u>all</u> group assignments on time and actively contributes knowledge, opinions, and skills	<ul style="list-style-type: none">prepares work in a quality manner and without reminders
<ul style="list-style-type: none">demonstrates a cooperative and supportive attitude	<ul style="list-style-type: none">contributes significantly to the success of the project	<ul style="list-style-type: none">behaviors were valuable to the team	<ul style="list-style-type: none">helps group identify necessary changes
<ul style="list-style-type: none">helps keep the group on task	<ul style="list-style-type: none">consistently and actively works toward group goals	<ul style="list-style-type: none">participates in <u>all</u> voter outreach activities	<ul style="list-style-type: none">was a valuable member of the team