# COMM379: Persuasion SYLLABUS
### Course Theme: Social Movements
### *Fall 2016*

## COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, the course focuses on the integration of persuasion theory, research, and its practical application. The study of social movements, in particular, offers a means for understanding how persuasive messages encourage human action; therefore, we will examine how activists use communication to organize, mobilize, and influence Americans. Overall, this course emphasizes evaluation and application of persuasion theory in communicative transactions.

We will take a broad-based approach to the scope of persuasion and therefore 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, ways in which you can be an advocate, and being an educated consumer of persuasive messages. To achieve this expectation, we will discuss how features of the sender (e.g., expertise, trustworthiness), the message (argument strength), and the receiver affect persuasive message.

**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*
➢ Sunday: 6-8 p.m. (Google chat)
➢ Monday, Wednesday: 2:00-3:30 p.m.
➢ By appointment
*CLASSROOM*
➢ McEwen Hall 201
*MEETING TIME*
➢ MWF: 1:00-1:50 p.m.

Furthermore, to enrich your understanding of persuasion theory, this course examines how citizens (individually and collectively) seek social change in society. Using several historical and contemporary movements as case studies, we will consider the advantages and limits of various social change strategies from a communication perspective. For example, we will study how leaders maintain movement momentum in the face of opposition, how movements use slogans, symbols, and music to inspire followers, and how participants construct persuasive media campaigns and political arguments to effect policy change. We will also attend to the strategies citizens use to oppose and resist social change by discussing and analyzing social movements in a way that illustrates the larger conceptual persuasive strategies covered in the course.

## 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 such contexts as advertising, political campaigns, and social movements;
3. contextualize communication and the role of communicative practices in persuasive settings and their intersection with social influence;
4. recognize, deconstruct, and appraise how social movements use persuasion to accomplish social change.

"**PERSUASION** involves symbolic communication between two or more persons with intent to change, reinforce, or shape attitudes, beliefs, and/or behaviors of the receiver."
— **Frymier & Nadler**                                    ***
"**SOCIAL MOVEMENTS** are conscious, concerted, and sustained efforts by ordinary people to change some aspect of their society by using extra-institutional means."
— **Goodwin & Jasper**

## 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. Goodwin, J. & Jasper, J.M. (2015). *The social movements reader: Cases and concepts* (3rd ed.). Malden, MA: Wiley Blackwell. ISBN: 978-1118729793
3. Readings posted to OnCourse

## COURSE POLICIES

➕ **Attendance**: Class begins promptly at 1 p.m., and the professor will take attendance at the start of class. Students who arrive late (after 1:03 p.m.) or leave early will be penalized. Being tardy or leaving early four (4) times equals one absence. You get FOUR (4) no questions asked absences during the semester. For each absence exceeding this amount, you will be penalized 10 points off your final total points.

For an absence to be excused, we must discuss your reason for missing class at least 60 minutes prior to the start of class. Excused absences include (1) serious illness or injury to student, (2) death, injury, or serious illness of an immediate family member or the like, (3) religious reasons, (4) jury duty or government obligation, and (5) university sanctioned or approved activities (examples include: artistic performances, forensics presentations, research conferences, intercollegiate athletic events, student government, required class field trips, etc.). It is your responsibility to get the notes you missed.

You must provide documentation within 48 hours of the missed class. Some examples of acceptable documentation include a physician's note, traffic accident report, hospital bill, etc., all of which must be signed and dated. Even if you make arrangements, your grade on a late assignment may be reduced. If your absence is excused and you missed class the day of an in-class graded assignment, such as a quiz or application activity, you can make-up the points by writing a 250 word essay that discusses the course content discussed the day you missed. You must turn in the typed essay within 48 hours of the missed class.

➕ **Class Etiquette:** Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. After all, this is a "citizens' course" that will challenge you to rethink your views of politics. Whether you are a Republican, Democrat, or non-partisan; liberal, conservative, or apathetic is your business rather than ours. There is no partisan or ideological line to follow in this course, and no student will ever be penalized for respectfully disagreeing with the readings or class discussion. Our primary goal in this class is to ask whether democracy is made better or worse and/or helped or hurt by contemporary communication practices and technologies. (Adapted from: Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from http://commstudies.utexas.edu)

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete daily readings, 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**: Deadlines apply even if you are not in class the day the assignment is due. All assignments are due in hard copy within the first 5 minutes of class (by 1:05 p.m.) and may not be accepted or receive a severe grade deduction if it is turned in late. Failures of technology (e.g., "my computer crashed," "the file won't open," "the printer was broken," etc.) will not lead to an extension of the deadline.

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. There are no make-up presentations for unprepared or late speakers.

- **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 do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in a textbook. All work must be 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 style.

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

    All written work, including essays and oral presentation scripts, must be submitted in hard copy at the start of class and online using Turnitin. An Originality Report will be run on each assignment. If the report exceeds the minimum percentage, the professor may not accept the student's assignment.

- **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 group 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 readings will be posted on the course ONCOURSE site. 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. The professor will communicate with you through your Fredonia e-mail account. 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**: Email is the best way to communicate with the professor, and she will check her Fredonia email between 8 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 24 hours. 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

- Note: Complete descriptions of course assignments and rubrics are available are ONCOURSE.

1. **Exams (200 points each/400 total points):** You will have two exams that include fill-in-the-blank, 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 22 – October 12 and Exam 2 will cover content from October 17 – December 7.
2. **Co-Teaching/Oral Report (400 total 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. As the content expert, you and your team will be responsible for taking a proactive part in teaching the class about the theory and the social movement discussed that week. Your emphasis should be on creating understanding beyond what is covered in the textbooks. At least one week prior to the date your theory is being discussed, your group will meet with the professor to discuss your plan for the presentation. This assignment has four parts:
   (1) The group's 20-25 minute <u>oral presentation</u> should use visual aids and will be evaluated based on clarity and accuracy of ideas presented, adaptation to classmates' interest and level of knowledge, and presentational qualities. Your responsibilities might include explaining concepts you have uncovered in your research, responding to questions from your classmates, doing a brief activity to teach the theory, and/or providing examples that create understanding. In this co-teaching role, you share a responsibility with the professor to make the class time interesting and productive for those who have already read the text.
   (2) Group members should lead a 10-15 minute thought provoking <u>discussion</u> about that week's theory of persuasion and social movement.
   (3) The group's <u>handout/theory summary</u> must define the topic (what is this thing you are talking about?) by providing facts/information on the theory, credit resources used in the handout, and offer additional resources (in case a student wants to learn more), among other things. Each member of the class will receive a copy of your handout.
   (4) The group's 1000-1250 word <u>essay</u> should demonstrate expertise on a theory of persuasion and its connection to a social movement. The essay will include be an overview outside literature related to that day's topic and real-life practical applications of the theory.
3. **"Freedom Riders" Application Essay (200 points):** This assignment asks you to watch the PBS documentary "Freedom Riders" (https://www.youtube.com/watch?v=DcvsWXrS2PI). Then, you will write an essay that connects concepts learned in the course to content viewed in the "Freedom Riders" documentary. The professor will provide a list of questions you should consider when watching the documentary and writing your essay. You do not need to answer all the questions, but you should consider at least four of them while writing the essay.

## COURSE GRADING

- Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline

cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

➕ After a grade is returned, the student has 7 days to resolve questions about the grade with the professor. If you wish to discuss a grade, you must set up an appointment with the professor no later than 4 days after the assignment is returned. Prior to the meeting, it is asked that you 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 8 after the time of grade distribution.

## COURSE GRADING CRITERIA

| 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 |

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

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

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

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

## COURSE ETHICS

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

➕ Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying 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 clicking on this link.

## 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 | Due |
|------|------|-------|-----|
| 1 | 8/22 | • Course Introduction | |
| | 8/24 | • The Concept of Persuasion | • F & N: Chapter 1 |
| | 8/26 | • Attitudes, Definition, Formation, and Measurement<br>• What are social movements and when/why do they occur? | • F & N: Chapter 2<br>• G & J: Chapter 1 & "Introduction" (pp. 9-12) |
| 2 | 8/29 | • Role of Theory in Persuasion | • F & N: Chapter 4 |
| | 8/31 | • The Women's Movement<br>• Locating and citing sources | • G & J: Chapter 2<br>• Locating- OnCourse> Researching, Writing, & Citing Handouts |
| | 9/2 | • The Gay Liberation Movement<br>• Co-teaching teams develop a code of conduct | • G & J: Chapter 3 |
| 3 | 9/5 | • **No Class: Labor Day** | • **No Class** |
| | 9/7 | • Social Judgment Theory | • F & N: Chapter 5 |
| | 9/9 | • Occupy Wall Street<br>• Prof's example co-teaching/oral report | • G & J: Chapter 4 |
| 4 | 9/12 | • Consistency and Cognitive Dissonance Theory | • F & N: Chapter 6 |
| | 9/14 | • The Egyptian Revolution<br>• Co-teaching team discussion | • G & J: Chapter 5 |
| | 9/16 | Summary Day<br>• F & N: Chapter 6<br>• G & J: Chapter 5 | • **Group 1: Co-Teaching/Oral Report** |
| 5 | 9/19 | • Self-Perception Theory | • F & N: Chapter 7 |
| | 9/21 | • Generating Commitment Among Students | • G & J: Chapter 10 |
| | 9/23 | Summary Day<br>• F & N: Chapter 7<br>• G & J: Chapter 10 | • **Group 2: Co-Teaching/Oral Report** |
| 6 | 9/26 | • Theory of Reasoned Action and Theory of Planned Behavior | • F & N: Chapter 8 |
| | 9/28 | • Transnational Environmental Activism | • G & J: Chapter 17 |
| | 9/30 | Summary Day<br>• F & N: Chapter 8<br>• G & J: Chapter 17 | • **Group 3: Co-Teaching/Oral Report Due** |
| 7 | 10/3 | • Elaboration Likelihood Model | • F & N: Chapter 9 |
| | 10/5 | • Farmworkers' Movements in Changing Political Contexts<br>• Extra credit: Attend Smith's lecture in Williams Center Room 204 @ 5 p.m. | • G & J: Chapter 26 |
| | 10/7 | Summary Day<br>• F & N: Chapter 9<br>• G & J: Chapter 26 | • **Group 4: Co-Teaching/Oral Report Due** |
| 8 | 10/10 | • Exam 1 Review Day | |
| | 10/12 | • **Exam 1 (covers content discussed 8/24-10/3)** | • **Exam 1** |
| | 10/14 | • **No Class: Fall Break** | • **No Class** |

### TENTATIVE COURSE SCHEDULE **

| Week | Date | Topic | Due |
|---|---|---|---|
| 9 | 10/17 | • Source Factors | • F & N: Chapter 10 |
| | 10/19 | • True Believers and Charismatic Cults | • G & J: Chapter 12 |
| | 10/21 | Summary Day<br>• F & N: Chapter 10<br>• G & J: Chapter 12 | • **Group 5: Co-Teaching/Oral Report Due** |
| 10 | 10/24 | • Message Factors: Content and Style | • F & N: Chapter 11 |
| | 10/26 | • The Emotion Work of Movements | • G & J: Chapter 24 |
| | 10/28 | Summary Day<br>• F & N: Chapter 11<br>• G & J: Chapter 24 | • **Group 6: Co-Teaching/Oral Report Due** |
| 11 | 10/31 | • Message Factors: Tactics and Strategies | • F & N: Chapter 12 |
| | 11/2 | • Recruits to Civil Rights Activism<br>• Murphy, "Domesticating Dissent"<br>• Discuss "Freedom Riders" Essay Assignment | • G & J: Chapter 7<br>• Murphy- OnCourse> OnCourse Readings |
| | 11/4 | Summary Day<br>• F & N: Chapter 12<br>• G & J: Chapter 7 | • **Group 7: Co-Teaching/Oral Report Due** |
| 12 | 11/7 | • Receiver and Channel Factors | • F & N: Chapter 13 |
| | 11/9 | • Tactical Innovation in the Civil Rights Movement | • G & J: Chapter 20 |
| | 11/11 | • **Out of Class Assignment:** Watch the PBS documentary "Freedom Riders" (link) and then write an application essay | • Out of Class Assignment |
| 13 | 11/14 | • Discuss PBS documentary "Freedom Riders" & application essay | • **"Freedom Riders" Application Essay** |
| | 11/16 | • Who joins or supports movements? | • G & J: "Introduction" (pp. 53-57) & Chapter 6 |
| | 11/18 | • Who are the Radical Islamists? | • G & J: Chapter 8 |
| 14 | 11/21-11/25 | • **No Class: Thanksgiving Break** | • **No Class** |
| 15 | 11/28 | • What shapes the West's Human Rights Focus? | • G & J: Chapter 28 |
| | 11/30 | • Defining Movement "Success" | • G & J: Chapter 35 |
| | 12/2 | • The Decline of the Women's Movement<br>• Palczewski, "The Male Madonna" | • G & J: Chapter 31<br>• Palczewski- OnCourse> OnCourse Readings |
| 16 | 12/5 | • The Dilemmas of Identity Politics | • G & J: Chapter 32 |
| | 12/7 | • TBD | |
| | 12/9 | • Exam 2 Review Day | |
| Finals Week | Tuesday, 12/13 from 1:30-3:30 p.m. | • **Exam 2 (covers content discussed 10/17-12/7)** | • **Exam 2** |

** Key:
- F & N = Frymier, A. B., & Nadler, M. K. (2013). *Persuasion: Integrating theory, research, and practice.*
- G & J = Goodwin, J. & Jasper, J.M. (2015). *The social movements reader: Cases and concepts.*

** 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. 26 (final day to DROP courses), Oct. 20 (mid-semester grades available), and Nov. 4 (final day with WITHDRAW from course).
- Final grades will be available to students on Dec. 22, 2016 after 3:00 p.m.

## COMM379: Freedom Riders Application Essay Assignment Guidelines

**Worth:** 200 total points

**Due:** Essay and reference page should be printed and turned in via Turnitin on November 14, 2016

**Description:** This assignment is designed to help build a bridge between the practical and the theoretical and lays the groundwork for you to be able to assess and evaluate theories of persuasion using a historical social movement.

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

**Directions:** This assignment will be completed over the course of a few days:
1. **Nov. 9**: Review G & J Ch. 7
2. **Nov. 11**: Watch the PBS documentary "Freedom Riders" (link) on your own. You can watch the video by highlighting this link and pasting it into a web browser: https://www.youtube.com/watch?v=DcvsWXrS2PI. This documentary discusses a civil right's leaders efforts to end racial segregation in the Deep South. Therefore, please be advised that the content might elicit a strong or potentially harmful emotional response. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before November 10, 2016.
3. **Nov. 11-13** write the essay*
4. **Nov. 14**: Submit the essay for a grade and participate in a discussion about the documentary

* Note: Your essay should connect concepts learned in the course to content viewed in the "Freedom Riders" documentary. Below is a list of questions you should consider when watching the documentary and writing your essay. You do not need to answer all the questions, but you should consider <u>at least four</u> of them while writing the essay. Please note that you should only answer one question per chapter.

F & N Chapter 1:
- Review the "defining characteristics of persuasion" and apply each one to the documentary. For instance, what/how do the Freedom Riders' messages include a shared symbol system? What is their interest?
- Select a definition of "persuasion" and apply that definition to the documentary. How/why do the Freedom Riders' communication adhere to this definition of persuasion?

F & N Chapter 2:
- Consider the three main groups discussed in the documentary (i.e., Freedom Riders/Civil Rights Movement supporters, the Klu Klux

Klan/those opposed to the movement, and elected officials). Use the three learning theories to explain how people at that time learned the group's behaviors, attitudes, and beliefs. How do these attitudes and behavior affect the messages heard throughout the documentary?

- Consider both the Freedom Riders and their oppositions' attitudes toward racial integration on the interstate. What functions do these attitudes serve for the two groups?

F & N Chapter 4:
- Keep in mind what you saw and heard throughout the video. What folk theory do you use to explain the Freedom Riders,' the Klan's, and politicians' communication and/or human behavior?

F & N Chapter 5:
- Research racial segregation in the Deep South. Then, write down a range of positions going from one extreme to another. How does the range of positions fit into a continuum? Are there positions that do not fit into the continuum?

- Many Freedom Riders were interviewed throughout the documentary. Select one person, do research on him/her, and explain her/his ego-involvement. How does her/his ego-involvement affect where he/she stands on the issue of racial segregation?

F & N Chapter 6:
- Apply the two assumptions of congruity theory by explaining the Freedom Riders' or their opponents' needs for consistency and their evaluation of related people or peoples and objects.

- PBS interviewed a variety of people for the documentary. What interviewees seemed to experience cognitive dissonance? How do you know? How did they justify their decision to either join or not join the Freedom Riders?

F & N Chapter 7:
- Think of two behaviors you observed while watching the documentary. Which of these behaviors do you believe were due to external factors? Which were due to internal factors?

- Identify a behavior you observed while watching the video. Did you make an internal or external attribution about the behavior? Now consider why you made the attribution you did. Did you make the attribution because of observed consensus, consistency, or distinctiveness?

F & N Chapter 8:
- Identify a behavior you observed while watching the documentary. To what extent was the person's behavior a result of his/her attitude toward that behavior as compared to the social pressure (subjective norm) the person felt from others to perform that behavior?

- Identify an example of a person's behavior being more influenced by his/her attitude than by his/her subjective norm, AND identify an example when her/his behavior was more influenced by her/her subjective norm than by the attitude. How were these two situations different and similar?

F & N Chapter 9:
- During the Civil Rights movement, what group in America most

likely engaged in high elaboration? Why were they willing to put forth the effort to engage in high elaboration? In what kinds of situations would these individuals be least likely to engage in high elaboration?

- How did the Freedom Riders and their opponents take advantage of biased processing? When a persuader knows the audience is biased, what steps can she/he take to ensure more objectivity, or should the persuader have tailored the message to capitalize on the bias?

F & N Chapter 10:
- Consider the leaders of the Freedom Riders. Why did others in the movement perceive these individuals as credible? How similar or different are your reasons for perceiving these three individuals as credible?
- How was credibility used as a tool for persuasion during the Freedom Summer? When did interviewees seem to rely on the credibility of the source more? When was source credibility less important?

F & N Chapter 11:
- Identify specific examples of how the Freedom Riders relied on emotion. What emotions did they try to stimulate? In your opinion, how effective was the message at influencing their ideal audience? How/why would the Klan's reliance on emotion be more or less effective for their supporters?
- What kind of evidence did the Freedom Riders and the Klan use support their claims? What type of information is used as evidence? What types of evidence did you find most persuasive?

F & N Chapter 12:
- Revisit the textbook content on levels of influence, power, obedience, and compliance-gaining typologies. How do you see these message factors appearing throughout the documentary?
- What "propaganda tactics" did you notice being used by either the Freedom Riders or their opposition?

Connection to today
- Compare/contrast the Freedom Riders with current civil rights movements, such as the Black Lives Matter movement. Use content from the textbook to draw a comparison.

**Essay Evaluation:**

- Organization and Structure: The essay's structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.
- Content: While answering a variety of questions, the writer does a superior job identifying and summarizing persuasive concepts learned in the class. While answering each question, the writer thoroughly explains the persuasive theory/concept and assesses the persuaders' persuasiveness.
- Synthesis of Evidence: Outside sources' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writer offers succinct and precise conclusions

based on the review of information. Insights into the persuasion theory and content learned in the documentary are superior.

- Source Quality: 4 or more sources cited in the paper and authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

## Essay Requirements:

* Note: One copy of the essay must be submitted in hard copy at the start of class and online using Turnitin. The essay's Originality Report should be at or below 3 percent.

*Style*

- Essay Length: The essay should be 750-1000 words and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- Research: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
- Source Requirements: 4+ sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2), and the textbooks do not count toward the source requirement.
- 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. Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.
- Synthesize research and introduce/contextualize direct quotes

*Content*

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

**COMM379: Co-Teaching/Oral Report Assignment Guidelines**

**Worth:** 400 total points (Oral presentation/discussion leader = 160 points, Handout = 40 points, Essay = 180 points, Peer evaluations = 20 points)

**Due:** By 1:00 p.m. on the particular due date:
- In Print: All co-teaching/oral report materials (including visual aids, discussion questions, handout, essay, and peer evaluations)
- Turnitin Dropbox via ONCOURSE: Visual aid, discussion questions, handout, and essay

| Due Date | Topics Covered | Assigned Group |
|---|---|---|
| **Sept. 9** | F & N Ch. 5 and G & J Ch. 4 | Dr. McGowan |
| **Sept. 16** | F & N Ch. 6 and G & J Ch. 5 | Group 1 |
| **Sept. 23** | F & N Ch. 7 and G & J Ch. 10 | Group 2 |
| **Sept. 30** | F & N Ch. 8 and G & J Ch. 17 | Group 3 |
| **Oct. 7** | F & N Ch. 9 and G & J Ch. 26 | Group 4 |
| **Oct. 21** | F & N Ch. 10 and G & J Ch. 12 | Group 5 |
| **Oct. 28** | F & N Ch. 11 and G & J Ch. 24 | Group 6 |
| **Nov. 4** | F & N Ch. 12 and G & J Ch. 7 | Group 7 |

** NOTE: At least one week prior to the project's due date, your group will meet with the professor to discuss your plan for the presentation.

**Description:** This assignment is designed to help build a bridge between the practical and the theoretical and lays the groundwork for you to be able to assess and evaluate theories of persuasion. As the content expert, you and your team will be responsible for taking a proactive part in teaching the class about the theory and the social movement discussed that week. Your emphasis should be on creating understanding beyond what is covered in the textbooks.

**Directions:** This project includes a 20-25 minute oral presentation that uses visual aids, a 10-15 minute thought provoking discussion about that week's theory of persuasion and social movement, a handout that includes a summary of the theory and background information on the social movement, and a 1000-1250 word essay.

### PART I: ORAL PRESENTATION/DISCUSSION LEADER
Worth: 160 points
* Note: One copy of the PowerPoint and handout must be submitted in hard copy at the start of class and online using Turnitin before class begins.

As a group, you will deliver a presentation that explores a theory of persuasion and a social movement. Your team members will find relevant research, build a PowerPoint presentation, and deliver an extemporaneous presentation. Together, you should demonstrate knowledge about the topic and use evidence to support your claims. This means you must have updated evidence and knowledge of the history of the topic.

Your responsibilities include explaining concepts you have uncovered in your research, responding to questions from your classmates, doing a brief activity to teach the theory of persuasion, and/or providing

examples that create understanding. As you develop the presentation, keep in mind that you deliver this presentation a few days after your professor has taught the theory to the class; therefore, you should 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 books but instead you should enhance the textbooks' content by relating the information to contemporary examples and outside research. It is alright if your group chooses to explore social movements other than the one discussed in class so long as the movement is addressing the same topic (i.e., if you we discussed "the women's liberation movement" in class, your group could also touch on the suffrage movement and the Unite Against the War on Women movement).

**Oral Presentation/Discussion Leader Evaluation:**
- Content: Exceptional use of accurate information and concise summary of relevant concepts, meet oral citation requirements, provides comprehensive insight, understanding, and reflective thought, clearly and accurately identifies the main topics, major ideas are clear and well supported using scholarly sources.
- Visual Aid: Visually organized and complete, follows 6x6 rule and is used effectively throughout presentation, its supplemental, not a crutch, speakers pointed to visual aid while keeping shoulders facing audience.
- Oral Communication: Attentive, clear, and appropriate sentence structure and grammar, zero verbal fillers, volume and tone are professional.
- Delivery/Body Language: No fidgeting, constant use of eye contact, stood straight, clearly rehearsed presentation, remembered all the content, spoke extemporaneously
- Discussion: Facilitate a thought provoking discussion about that week's theory of persuasion and social movement.

**Oral Presentation Requirements:**
- The presentation should be 20-25 minutes.
- During the oral presentation portion of this assignment, each person should orally cite (author, title, year) at least 3 sources and group members cannot use the same sources *or* cite the course textbooks.
- Each person must dress professionally (business casual) and deliver the presentation extemporaneously.
- PowerPoint should be used to supplement the presentation. You can show pictures, graphs, or charts. Video clips should not take up more than 3 minutes of the presentation.
  - Note: The PowerPoint presentation should consist of no more than 14 slides following the 6x6 rule. The title slide, transition slides, and picture-only slides do not count towards the allotted 14 slides.
- Each person can use five 3x5 notecards. Use only one side of an actual notecard.

**Discussion Leader Requirements:**
- The discussion should 10-15 minutes
- Each group member should ask at least 1 question to the class and ask follow-up questions to keep the conversation going.

## PART II: HANDOUT/THEORY SUMMARY
Worth: 40 points

\* Note: One copy of the handout must be submitted in hard copy at the start of class and online using Turnitin before class begins.

The group's handout/theory summary is a document that (1) presents enough content that audience members can relax about having to take notes during your presentation and (2) identifies key points so that your peers can use the handout to study for the exams.

The handout should reflect your presentation, add more information, and include references. Also, your handout should look professional and define the topic (what is this thing you are talking about?) by providing facts/information on the theory, credit resources used in the handout, and offer additional resources (in case a student wants to learn more), among other things. Your handout will be distributed at the beginning of your presentation.

**Tips for Good Document Design:**
- Ensure the handout reflects your presentation! An audience member should be able to relate the handout to the presentation they have just attended.
- Consider creating an action sheet. Handouts are a great place to help people put ideas from your presentation into action. You could either list a series of actions that people can take, or provide a worksheet that people fill in on what actions they will take as a result of your presentation. Have people fill in the action sheet near the end of your presentation.
- Provide white space so people can take notes during the presentation.
- Formatting:
    - Consider using tables to align text with relevant graphics and notes.
    - If you are explaining a concept or a resource, write in complete sentences.
    - Be discriminating in your use of boxes and arrows; use thin, gray lines.
    - Edit the content to fit on a full page, preferably 1 or 2.
    - Crop pictures to remove unwanted parts of an image. Make sure the image, graph, etc. includes a citation and description.
    - Recommended font size for *titles*: 14-16 points, *subtitles/subdivisions*: 12-14, *body*: 10-12.
    - Set off distinct parts of the handout using italics, shading, bolding, boxed headlines or underlining.
    - Bullet lists to make them easier to scan and understand.
    - Leave at least a .75" margin on every side.
    - Use no more than two fonts in a single handout.

**Handout Evaluation:**
Your handout will be evaluated based on the group's ability to
- create a handout that relates directly to the presentation.
- follow formatting guidelines.
- include research and source citations.
- produce a creative handout that is pleasing to the eye.

**Handout Requirements:**
- 1-page (can use front and back)
- Cite sources
- Leave at least a .75" margin on every side
- Each member of the class will receive a copy of your handout so <u>print copies</u> of the handout. If you would like the professor to print copies of your handout, email me your handout by 8:30 a.m. on the day of your presentation.

Note: There are example handouts posted on ONCOURSE > Course Assignments, Handouts, & Rubrics > Co-Teaching/Oral Report

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## PART III: ESSAY
Worth: 180 points

\* Note: One copy of the essay must be submitted in hard copy at the start of class and online using Turnitin before class begins. The essay's Originality Report should be at or below 10 percent.

Your group's essay should synthesize communication literature developed over years and real-life practical applications of the theory. The communication research you identify, read, and explain should come from peer-reviewed journals that publish communication research (see Appendix). Your essay should synthesize research that is being conducted using the <u>theory of persuasion</u> that you discussed during your co-teaching lecture. Additionally, your essay should connect the theory of persuasion to the social movement in whatever manner you choose.

**Questions to Consider:**
Below is a list of questions you should consider when evaluating journal articles and synthesizing research. You *do not need to and should not try to answer all of these questions*, but you should consider a few of them when writing your essay. These questions will help you evaluate the strengths and weaknesses of the article.

In their <u>introductions</u>, the authors of the journal articles should do the following. For each article, identify and explain:
- the purpose of their research. Was it apparent what he or she was attempting to do?
- how the purpose of the research describes, predicts or critiques communication behavior. Then, assess whether this goal was appropriate and worthwhile.
- the potential significance of the research study. Then, explain why and how the research could prove useful to communication scholars, communication practitioners, and/or the general public.

In their <u>review of literature</u>, the authors of the journal articles should do the following. For each article, identify and explain:
- how the author(s) use a particular theoretical perspective as a basis for the research. Was the research trying to develop, test, clarify or refine a theory by testing a proposition deduced from it (called a deductive approach)? If so, was this theory explained in sufficient depth?
- how the researcher explained what we know from previous research about each of the variables of interest and how are they related. Did the researcher provide enough detail about the various studies (such as purpose, methods, findings, and significance)?

- the gaps the researcher pointed out any gaps in the research literature. Was it clear how and why this study served as an extension of previous research?

Explain the authors' <u>research question(s) and/or hypotheses</u>. For each article, identify and explain:
- the research questions or hypotheses that the researchers posed. Did this choice seem appropriate, given what is known about the topic? Did the rationale for the particular research questions and/or hypotheses emerge logically from the review of the literature?
- if research questions were asked, was this because this was exploratory research or because there were conflicting answers from the previous research?
- if hypotheses were posed, did each make a single prediction or were there multiple predictions? If multiple predictions were made in a single hypothesis, is it possible that part of the hypothesis might be confirmed but not the other part? Are the hypotheses phrased such that they will lead to clear, rather than confusing answers?

In their <u>methods section,</u> the authors of the journal articles should do the following. For each article, identify and explain:
- the criteria the researchers used to decide which people or texts data would be gathered for the study. Were these selection criteria appropriate for meeting the research goals?
- the method that was employed to select the research participants or texts. Did the researcher study everyone in the population (or every text in the universe) of interest, called a census, or was a sample selected? Was this the most effective method possible?
- the sample that was studied. Was it representative of the greater population/universe to which the researcher hopes to generalize? Or did the selection process produce a biased sample, in which case the results cannot be generalized back to the population/universe of interest?
- Was the best methodology (experimental, survey, interviews, contextual analysis, focus groups, or ethnography or a combination) used to answer the research questions? What were the advantages and limitations of using this method?
- Were all the procedures (including the use of questionnaires, interviews, and/or observations to measure variables) explained in a detailed manner? Was sufficient detail provided for another researcher to exactly replicate the study?
- Did the procedures seem valid or accurate? Did they seem reliable or consistent? Did the measurement techniques seem to measure what they were designed to measure? Could the measures yield consistent results if administered at another time or place? What evidence was offered?

In their <u>discussion section,</u> the authors of the journal articles should do the following. For each article, identify and explain:
- how the researchers go about building cogent arguments regarding the conclusions that are drawn from the research. Did the conclusions seem valid?
- any important problems the researchers encountered in conducting the research. How do these problems limit the validity of the conclusions that can be drawn?
- the potential application of the researchers' findings. Was the significance of these conclusions for communication scholars, communication practitioners, and/or the general public made explicit?

**Essay Evaluation:**
- Overview of Literature: Content should comprehensive, accurate, and offer a balanced view from various perspectives. Major points are stated clearly and supported using scholarly articles. Writer should synthesize relevant research by relating the research to the social movement and/or other studies. Information synthesized and brought to a logical conclusion.
- Synthesis of Research: Research articles' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the persuasion theory and social movement are superior.
- Source Quality: 7 or more sources cited in the paper and authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
- 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.

**Essay Requirements:**
*Style*
- Essay Length: The essay should be 1000-1250 words and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- Research: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
- Source Requirements: 7+ sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2), and the textbooks do not count toward the source requirement.
  - 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. Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.
- Synthesize research and introduce/contextualize direct quotes
- Write in a formal, academic style, paying attention to structure and grammar. No "I," "me," "I believe," or "in my opinion."

*Content*
- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because

you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

## PART IV: PEER EVALUATION
Worth: 20 points

\* Note: Peer evaluations must be submitted in the day <u>after</u> the presentation.

- The same oral presentation, handout, and essay grades will be assigned to each member of the group.
- Yet, you will complete a peer evaluation sheet to indicate the relative participation and contribution of your partners.
- Your partners will evaluate your performance and assign you a score out of 20 points. Comments made on the evaluation sheet and specific scores will not be shared with your partner.

*Team Project Policies*
- 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.
- 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.

# Appendix

**List of Journals**

There are numerous scholarly journals available in the social sciences and below is a list of approved scholarly journals. The bolded titles are the some of the main journals in the field of communication. To find the journals: Go to the library website: http://www.fredonia.edu/library/ > Go to the dropdown menu under the "find" tab > Select "journals" > Type in the title of the journal you would like to search

Administration & Society
Adolescence
Adolescent Psychiatry
Adult Learning
Affilia: Journal of Women & Social Work
Aggressive Behavior
Aging
Aging & Mental Health
American Annals of the Deaf
American Behavioral Scientist
American Communication Journal
American Editor
American Journal of Critical Care
American Journal of Education
American Journal of Family Therapy
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Speech-Language Pathology
American Politics Research
Annual Review of Psychology
Annual Review of Sex Research
Annual Review of Sociology
Anthropological Linguistics
Anthropological Quarterly
Anxiety, Stress & Coping
Applied Behavioral Science Review
Applied Cognitive Psychology
Applied Developmental Science
Applied Journal of Communication
Applied Measurement in Education
Applied Neuropsychology
Applied Psychology: An International Review
Applied Psychophysiology & Biofeedback
Argumentation
Argumentation & Advocacy
Armed Forces & Society
Asian Journal of Communication
Asian Journal of Social Psychology
Atlantic Journal of Communication
Australian & New Zealand Journal of Family Therapy
Australian & New Zealand Journal of Psychiatry
Australian Journal of Communication
Australian Journal of Linguistics
Australian Journal of Psychology
Australian Occupational Therapy Journal
Australian Psychologist
Australian Screen Education
Basic & Applied Social Psychology
Behavior & Philosophy
Behavior Genetics
Behavioral & Brain Sciences
Behavioral Interventions
Behavioral Science
Behavioral Sciences & the Law
British Educational Research Journal
British Journal of Clinical Psychology
British Journal of Developmental Psychology
British Journal of Educational Psychology
British Journal of Guidance & Counseling
British Journal of Health Psychology
British Journal of Learning Disabilities
British Journal of Mathematical & Statistical Psychology
British Journal of Medical Psychology
British Journal of Psychology
British Journal of Social Psychology
British Journal of Sociology
Business Communication Quarterly
Business Communications Review
Business Communicator
Cambridge Journal of Education
Canadian Journal of Applied Physiology
Canadian Journal of Communication
Canadian Journal of Criminology
Canadian Journal of Criminology & Criminal Justice
Canadian Journal of Human Sexuality
Canadian Journal of Psychiatry
Canadian Modern Language Review
Canadian Review of Sociology & Anthropology
Central States Speech Journal
Child & Adolescent Mental Health
Child & Adolescent Social Work Journal
Child & Family Social Work
Child Abuse Review
Child Development
Child Language Teaching & Therapy
Child Psychiatry & Human Development
Child Study Journal
Child Welfare
Children & Society
Children's Health Care
Clinical Child & Family Psychology Review
Clinical Linguistics & Phonetics
Clinical Neuropsychologist

Clinical Psychology & Psychotherapy
Cognition & Emotion
Cognition & Instruction
Cognitive Behavior Therapy
Cognitive Linguistics
Cognitive Therapy & Research
College Student Journal
Communication & Critical/Cultural Studies
Communication & Medicine
**Communication Education**
Communication Law & Policy
**Communication Monographs**
**Communication Quarterly**
**Communication Reports**
**Communication Research**
**Communication Research Reports**
Communication Research Trends
Communication Review
**Communication Studies**
**Communication Teacher**
**Communication Theory**
Communication World
Communication Yearbook
Communications & the Law
Communications Lawyer
Communications News
Communications Technology
Communications: The European Journal of Communication Research
Computer Speech & Language
Conflict Resolution Quarterly
Connection Science
Contemporary Family Therapy: An International Journal
Contemporary Hypnosis
Contemporary Review
Contemporary Sexuality
Contemporary Sociology
Content for Canadian Journalists
Counseling & Values
Counseling & Psychotherapy Journal
Counseling & Psychotherapy Research Journal
Counseling Psychology Quarterly
Counselor Education & Supervision
Creativity Research Journal
Criminal Behavior & Mental Health
Criminology
Critical Inquiry in Language Studies
Critical Studies in Mass Communication
Cultural Studies
Current Directions in Psychological Science
Current Issues & Research in Advertising
Current Issues in Language Planning
Current Psychology
Current Research in Film: Audiences, Economics & the Law
CyberPsychology & Behavior
Death Studies
Depression & Anxiety
Developmental Neuropsychology
Developmental Science
Disability & Rehabilitation
Disability & Society
Disability, Handicap & Society
Discourse & Society
Discourse Processes
Discourse Studies
Document Design
Ecological Psychology
Education & Treatment of Children
Education, Communication & Information
Educational Assessment
Educational Gerontology
Educational Philosophy & Theory
Educational Psychology
Educational Psychology Review
Educational Research
Educational Research Quarterly
Educational Review
Educational Studies
Educational Technology Research & Development
Educational Theory
**Electronic Journal of Communication**
Elementary School Guidance & Counseling
English Journal
ETC: A Review of General Semantics
Ethics & Behavior
Ethnicity & Health
European Archives of Psychiatry & Clinical Neuroscience
European Child & Adolescent Psychiatry
European Eating Disorders Review
European Journal of Cognitive Psychology
European Journal of Communication
European Journal of Cultural Studies
European Journal of English Studies
European Journal of Marketing

European Journal of Neurology
European Journal of Personality
European Journal of Psychology of Education - EJPE
European Journal of Psychotherapy, Counseling & Health
European Journal of Social Psychology
European Journal of Work & Organizational Psychology
European Neurology
European Work & Organizational Psychologist
Experimental Aging Research
Families, Systems & Health: The Journal of Collaborative Family HealthCare
Family & Community Health
Family & Consumer Sciences Research Journal
Family Coordinator
Family Journal
Family Process
Federal Communications Law Journal
Federal Probation
Feminist Studies
Gender & Society
Generations
Genetic, Social & General Psychology Monographs
Gerontology
Gesture
Harvard Review of Psychiatry
Health & Social Work
Health Care for Women International
Health Communication
Health Promotion Practice
Healthcare Counseling & Psychotherapy Journal
High Ability Studies
High School Journal
Historical Dictionary of American Radio
Historical Journal of Film, Radio & Television
History of Photography
Howard Journal of Communications
**Human Communication Research**
Human Development (Karger)
Human Nature
Human Performance
Human Relations
Human-Computer Interaction
Humanistic Psychologist
Humor: International Journal of Humor Research
Index on Censorship
Individual Psychology: The Journal of Adlerian Theory, Research & Practice
Infant & Child Development
Information & Communications Technology Law
Information Communication & Society
Instructional Science
Integrative Physiological & Behavioral Science
Interaction Studies
Intercultural Pragmatics
International Encyclopedia of Communications
International Journal for the Psychology of Religion
International Journal for the Semiotics of Law
International Journal of Action Methods
International Journal of Advertising
International Journal of Aging & Human Development
International Journal of American Linguistics
International Journal of Applied Linguistics
International Journal of Behavioral Development
International Journal of Comparative Psychology
International Journal of Conflict Management
International Journal of Cultural Studies
International Journal of Disability, Development & Education
International Journal of Eating Disorders
International Journal of Geriatric Psychiatry
International Journal of Human-Computer Interaction
International Journal of Language & Communication Disorders
International Journal of Listening
International Journal of Mental Health
International Journal of Methods in Psychiatric Research
International Journal of Mobile Communications
International Journal of Multilingualism
International Journal of Neuroscience
International Journal of Organizational Analysis
International Journal of Psychiatry in Clinical Practice
International Journal of Psychology
International Journal of Psychotherapy
International Journal of Reality Therapy
International Journal of Research & Method in Education
International Journal of Sociology
International Journal of Testing
International Journal of the Sociology of Language
International Relations
International Review of Psychiatry
International Sociology
Journal for the Scientific Study of Religion
Journal for the Theory of Social Behavior
Journal of Adult Development
Journal of Advertising
Journal of Advertising History
Journal of Advertising Research

Journal of African Communications
Journal of African Languages & Linguistics
Journal of Aging Studies
Journal of American College Health
Journal of Analytical Psychology
**Journal of Applied Communication Research**
Journal of Applied Linguistics
Journal of Applied Research in Intellectual Disabilities
Journal of Asian Pacific Communication (Multilingual Matters)
Journal of Asian Pacific Communication
Journal of Basic Writing
Journal of Behavioral Education
Journal of Behavioral Finance
Journal of Behavioral Health Services & Research
Journal of Business & Technical Communication
Journal of Business Communication
Journal of Business Ethics
Journal of Child & Family Studies
Journal of Child Language
Journal of Child Psychology & Psychiatry & Allied Disciplines
Journal of Child Psychotherapy
Journal of Clinical & Experimental Neuropsychology
Journal of Clinical Child & Adolescent Psychology
Journal of Clinical Child Psychology
Journal of Clinical Psychology
Journal of Cognition & Culture
Journal of Cognitive Neuroscience
Journal of College Counseling
**Journal of Communication**
Journal of Communication & Religion
Journal of Communication Disorders
Journal of Communication Inquiry
Journal of Communication Management
Journal of Community & Applied Social Psychology
Journal of Community Psychology
Journal of Computer Assisted Learning
Journal of Conflict Resolution
Journal of Constructivist Psychology
Journal of Consumer Behavior
Journal of Consumer Culture
Journal of Consumer Psychology
Journal of Contemporary Ethnography
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of Criminal Law & Criminology
Journal of Current Issues & Research in Advertising
Journal of Development Communication
Journal of Education
Journal of Education & Work
Journal of Education for Students Placed at Risk
Journal of Education for Teaching
Journal of Educational & Psychological Consultation
Journal of Educational Computing Research
Journal of Educational Research
Journal of Emotional & Behavioral Disorders
Journal of Employment Counseling
Journal of English Linguistics
Journal of Environmental Education
Journal of Experimental Education
Journal of Experimental Social Psychology
Journal of Family Communication
Journal of Family Practice
Journal of Family Psychology
Journal of Family Therapy
Journal of Family Violence
Journal of Film & Video
Journal of Fluency Disorders
Journal of Forensic Psychiatry
Journal of Forensic Psychiatry & Psychology
Journal of General Psychology
Journal of Genetic Psychology
Journal of Happiness Studies
Journal of Head Trauma Rehabilitation
Journal of Health Communication
Journal of Higher Education
Journal of Historical Pragmatics
Journal of Human Development
Journal of Humanistic Counseling, Education & Development
Journal of Humanistic Education & Development
Journal of Individual Psychology
Journal of Individual Psychology (1974)
Journal of Instructional Psychology
Journal of Intellectual & Developmental Disability
Journal of Intellectual Disability Research
Journal of Intercultural Communication Research
Journal of Interprofessional Care
Journal of Investigative Psychology & Offender Profiling
Journal of Language & Politics
Journal of Language & Social Psychology
Journal of Language, Identity & Education
Journal of Learning Disabilities
Journal of Leisure Research
Journal of Linguistics

Journal of Loss & Trauma
Journal of Macromarketing
Journal of Management Development
Journal of Managerial Issues
Journal of Marketing
Journal of Marketing Communications
Journal of Marketing Research (JMR)
Journal of Marriage & Family
Journal of Memory & Language
Journal of Men's Studies
Journal of Mental Health
Journal of Mental Health Counseling
Journal of Moral Education
Journal of Motor Behavior
Journal of Multicultural Counseling & Development
Journal of Multicultural Social Work
Journal of Multilingual & Multicultural Development
Journal of Neurolinguistics
Journal of Newspaper & Periodical History
Journal of Nonverbal Behavior
Journal of Occupational & Organizational Psychology
Journal of Occupational Psychology
Journal of Parapsychology
Journal of Personal & Interpersonal Loss
Journal of Personality
**Journal of Personality & Social Psychology**
Journal of Personality Assessment
Journal of Phenomenological Psychology
Journal of Popular Culture
Journal of Popular Film & Television
Journal of Positive Behavior Interventions
Journal of Pragmatics
Journal of Product Innovation Management
Journal of Promotion Management
Journal of Psychiatry & Law
Journal of Psychiatry & Neuroscience
Journal of Psycholinguistic Research
Journal of Psychology
Journal of Psychology & Christianity
Journal of Psychology & Financial Markets
Journal of Psychology & Theology
Journal of Public Health Management & Practice
Journal of Public Policy & Marketing
Journal of Russian & East European Psychology
Journal of School Psychology
Journal of Sex & Marital Therapy
Journal of Sex Education & Therapy
Journal of Sex Research
Journal of Sexual Aggression
Journal of Social & Clinical Psychology
Journal of Social & Personal Relationships
Journal of Social Behavior & Personality
Journal of Social Issues
Journal of Social Psychology
Journal of Socio-Economics
Journal of Sociolinguistics
Journal of Special Education
Journal of Speech & Hearing Research
Journal of Speech, Language & Hearing Research
Journal of Sport Behavior
Journal of Structural Learning & Intelligent Systems
Journal of Teaching in Physical Education
Journal of Technical Writing & Communication
Journal of the Academy of Marketing Science
Journal of the American Forensic Association
Journal of the American Geriatrics Society
Journal of the Association for Communication Administration
Journal of the History of the Behavioral Sciences
Journal of the History of the Neurosciences
Journal of the Learning Sciences
Journal of Traumatic Stress
Journal of Visual Culture
Journal of Visual Impairment & Blindness
Journal of Visual Literacy
Journal of Visual, Verbal Language
Journal of Vocational Rehabilitation
Journal of Women's Health
Journal of Women's Health & Gender-Based Medicine
Language & Cognitive Processes
Language & Communication
Language & Communication in Israel - Studies of Israeli Society
Language & Education
Language & Intercultural Communication
Language & Literature
Language & Speech
Language in Society
Language Learning
Language Learning & Development
Language Policy
Language Problems & Language Planning
Language Sciences
Language Teaching Research
Language Testing

Language, Culture & Curriculum
Language, Speech, & Hearing Services in Schools
Leadership Quarterly
Leisure Sciences
Leisure Studies
Management Communication Quarterly
Management Learning
Mankind Quarterly
Marketing Science
Marketing Theory
Mass Communication & Society
Mass Communication Review Yearbook
Mathematical Cognition
Measurement & Evaluation in Counseling & Development
Mediation, Information, & Communication - Information & Behavior
Medical Anthropology
Medical Education
Mental Health, Religion & Culture
Mental Retardation & Developmental Disabilities Research Reviews
Military Psychology
Military Review
Mind & Language
Mind, Culture & Activity
Modern Language Journal
Modern Language Review
Modern Psychoanalysis
Motivation & Emotion
Multivariate Behavioral Research
Negotiation
New Jersey Journal of Communication
New Zealand Journal of Psychology
North American Journal of Psychology
Omega: Journal of Death & Dying
Organizational Dynamics
Oxford Review of Education
Pediatrics
Personal Relationships
Personality & Social Psychology Review
Personnel & Guidance Journal
Personnel Journal
Personnel Psychology
Perspectives in Psychiatric Care
Pragmatics & Cognition
Primary Care Mental Health
Professional School Counseling
Progress in Communication Sciences
Psychiatric Quarterly
Psychiatric Rehabilitation Journal
Psychiatric Times
Psychiatry & Clinical Neurosciences
Psychiatry: Interpersonal & Biological Processes
Psychological Inquiry
Psychological Record
Psychological Research
Psychological Science
Psychology & Health
Psychology & Psychotherapy: Theory, Research & Practice
Psychology of Women Quarterly
Psychology, Crime & Law
Psychology, Evolution & Gender
Psychology, Health & Medicine
Psycho-Oncology
Psychopharmacology
Psychophysiology
Psychosocial Rehabilitation Journal
Public Communication & Behavior
Quarterly Journal of Public Speaking
**Quarterly Journal of Speech**
Quarterly Journal of Speech Education
Religious Communication Today
Religious Education
Research in Education
Research on Language & Social Interaction
Research Papers in Education
Review of Communication
Risk Analysis: An International Journal
School Psychology Review
Science Communication
Science, Technology & Human Values
Second Language Research
Self & Identity
Sex Education
Sexual & Relationship Therapy
Sexualities
Sexualities, Evolution & Gender
Sign Language & Linguistics
Sign Language Studies
Sign Systems Studies
Signs: Journal of Women in Culture & Society
Simulation & Gaming
Small Group Research
Social Behavior & Personality: An International Journal
Social Cognition

Social Development
Social Education
Social Forces
Social Problems
Social Psychiatry & Psychiatric Epidemiology
Social Psychology Quarterly
Social Research
Social Science Journal
Social Science Quarterly
Social Sciences
Sociological Perspectives
Sociological Spectrum
Sociology
**Southern Communication Journal**
**Southern Speech Communication Journal**
Southern Speech Journal
Speech Education
**Speech Monographs**
**Speech Teacher**
Strategic Communication Management
Studies in Conflict & Terrorism
Studies in Higher Education
Studies in Language
Studies in Translation
Support for Learning
Technical Communication Quarterly
Terminology
Texas Speech Communication Journal
**Text & Performance Quarterly**
Theoretical Linguistics
Theory Into Practice
Theory, Culture & Society
Thinking & Reasoning
Total Communication Measurement
Transportation Human Factors
Trends in Communication
Visual Communication
**Western Journal of Communication**
**Western Journal of Speech Communication: WJSC**
**Western Speech Communication**
Westminster Studies in Education
**Women & Language**
Women & Language News
Women in Communication: A Biographical Sourcebook
**Women's Studies in Communication**
Women's Studies
World Communication
Written Communication