

**COMM 2367: Persuasive Communication**  
**Fall, 2016, Online**

**Instructor:** Morgan Iommi (iommi.1) Students with last names beginning with A-G  
**TA:** Austin Hubner (hubner.9) Students with last names beginning with H-Z  
**Office Hours:** TBD

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**Course Policies**

Below are the general guidelines for this course. You can see specific assignment details and due dates in the other documents on Carmen.

**Prerequisites**

English 110, 111, or equivalent, and sophomore standing. This course fulfills the GEC Second Course in Writing requirement *for non-communication majors* and fulfills a major requirement *for communication majors*. (If you are admitted to the School of Communication as a major, or plan to be, you will have to take another course to fulfill the GEC Second Course in Writing requirement.)

**Course Description**

This course is designed to increase your understanding of persuasive communication, or messages intended to influence people's attitudes and behaviors. As a second-level writing course, it is also designed to improve your writing and critical thinking skills through an exploration of persuasion as it relates to the American experience.

**GEC Course Outcomes**

Communication 2367 is a GE second level writing course categorized under 1A: Writing and Related Skills. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

**Writing and Related Skills**

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

**Expected Learning Outcomes:**

1. Students apply basic skills in expository writing.

Comm 2367 fulfills this GE requirement by presenting opportunities for students to research, explain, and inform an audience through written assignments.

2. Students demonstrate critical thinking through written and oral expression.

Comm 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.

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3. Students retrieve and use written information analytically and effectively.

Comm 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

**Second Level Writing Course Skills**

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.

Comm 2367 fulfills this requirement by scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. As they develop an effective written argument, they learn to read carefully and express their ideas.

2. Students further develop basic skills in expository writing and oral expression.

Comm 2367 fulfills this requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.

3. Students develop skills in effective communication and in accessing and using information analytically.

Comm 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

**Overall Course Skills**

Expected Learning Outcomes:

Students who complete this course will also:

1. Understand and apply knowledge of persuasion theory and research.
2. Analyze persuasive messages in society to become more critical consumers of persuasion.
3. Understand the role of ethics in persuasion.
4. Observe and critique the effectiveness of persuasive strategies.
5. Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved.

**Required Text**

Perloff, R. M. (2013). *The dynamics of persuasion: Communication and attitudes in the 21<sup>st</sup> century* (5<sup>th</sup> ed.). New York: Routledge.

**Recommended Readings**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

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**Reasonable Accommodation Policy**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

All interactions in this course should be respectful. If you ever have any concerns you are encouraged to contact the instructor ([iommi.1@osu.edu](mailto:iommi.1@osu.edu)) or the Undergraduate Chair ([kline.48@osu.edu](mailto:kline.48@osu.edu)).

**Technology Assistance**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)

**Academic Misconduct**

Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct include, but are not limited to:

- Violation of course rules as contained in this course syllabus or other information provided.
- Providing or receiving information during examinations, or providing or using unauthorized assistance on individual assignments.
- Fabricating research data.
- Plagiarism, including the use of information from any uncredited source or with improper citation.
- Alteration of grades or marks in an effort to change the earned grade or credit.
- Failure to report others' incidents of academic misconduct.

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Also, note that fabricating research data is considered a breach of the student conduct code. This includes participation in C-REP, so please do not “blow off” any research opportunities in which you participate. Writing down random answers to research questions or completing a survey without reading the questions would be considered an instance of fabrication.

**If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report the suspicions to the Committee on Academic Misconduct (COAM).** If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Late Policy**

*Because each assignment in this class builds on the next, there is no room for late assignments.*

For quizzes you are allowed 2 attempts, therefore quizzes cannot be made up, except for under extreme extenuating circumstances. These circumstances will need to be documented to show that you were unable to do the quiz during the entire open window week. This will only count for the first attempt and no absence would allow you to make up the second attempt if you miss it.

\*You should email us within 2 days of the last day of your absence if you feel that your extended absence qualifies you for a makeup. You will need to email us appropriate documentation.

For discussion posts, you can submit your posts up to 48 hours after the deadline for half credit. If you submit late, you should notify the appropriate person so we can go back and add points.

For written assignments you will receive the following deductions for a late assignment for each part: 0-1hour late; -5%, 1-24 hours late; -15%, 24-48 hours late; -25%, 48-72 hours late; -50%, 72+ hours late; No credit

**Turning in Assignments**

Unfortunately, since there is no way to prove technical difficulties, they will never be accepted as a valid excuse for a late assignment. Should you have issues turning something in to Carmen, you should email your assignment to the appropriate instructor/TA. You should only do this as a last resort and you should continue to try to upload to Carmen after it is emailed.

*If an extenuating circumstance comes up that you can document and will be asking for accommodations for, you should turn in what you have completed and email the instructor/TA.*

It is important that you back up all of your work. Computer issues happen, and having a backup is essential. Again, having computer issues is not a valid excuse for late assignments. It is recommended that you use the university’s online file backup; [box.osu.edu](http://box.osu.edu). This system will automatically backup your work if you synch it to your desktop. This will also allow you to access your work from anywhere should there be an issue with your work while you are away from your main computer.

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**Grading Scale**

The standard OSU Grading Scheme is used for this course as listed below.

<b>Letter Grade</b>	<b>Points</b>	<b>Percent of 1000</b>
A	930-1000	93-100
A-	900-929	90-92.9
B+	870-899	87-89.9
B	830-869	83-86.9
B-	800-829	80-82.9
C+	770-799	77-79.9
C	730-769	73-76.9
C-	700-729	70-72.9
D+	670-699	67-69.9
D	600-669	60-66.9
Failing	0-599	Below 60

**Grade Disputes:**

Any dispute about a grade must be done *within one week* of the grade posting, so please check your grades regularly. You should email the appropriate instructor/TA with information about the assignment and details (using the rubric and guidelines) of why you feel should receive a different score.

**Discussion and Communication**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Because this is an online class and everything is open-book/materials, the only way to assess your true understanding is through written assignments. Therefore, it is important that you treat all written discussions as important assignments (think of discussion posts as short exam questions). Therefore, all writing should be done in an academic style, citing sources and using academic support. Even if you are stating your opinion, it should be backed by material we discuss in this course.
- **Grammar and clarity:** Grammar and clarity will be important in every assignment for this course. As such it is important that you take the time to carefully review and edit all of your work.
- **Tone and civility:** It is important to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. *Any unnecessary derogatory or inappropriate posts may result in a zero and/or academic sanctions.*

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**Questions**

Because this course is online, students do not benefit from in-class discussion. This means you would not benefit if another student asks a question or if we clarify something for an assignment. Therefore, all general questions will be answered via the Carmen discussion board.

When you have a question, you should first check all of the course materials and the Carmen discussion to see if the question was already answered. Then you should post your question in the appropriate forum. You will get a response to your question in approximately 24-48 hours. Via Carmen you can “subscribe” to questions to be notified of when the question is answered.

You should refrain from email unless you have personal questions about one of your completed assignments, grades, or any other personal issues. You are welcome to set up an appointment if you still need further or different clarification than what is provided by the discussion board.

**Email**

As noted above, email should only be used for personal questions. Any other questions should be posted to the discussion board to be answered. If you email me a general question, I will simply ask you to post it to the discussion board. This allows the whole class to benefit.

For any personal issues you should make sure that you email the appropriate instructor/TA.

The only time we will use email is for personal communication and feedback. Any other time we will use the Carmen discussion board (to answer questions) or the Carmen announcements (to post updates, reminders, etc.). You can sign up for email notifications of updates (through your account settings), but you should plan to check Carmen multiple times per week for information.

*You are responsible for all information posted through announcements on Carmen, just like you would be responsible for all information given in a class. So please make sure that you are regularly checking them.*

**Office Hours**

We are happy to meet with anyone virtually or in-person to address any questions/issues. Please see Carmen for policies and availability.

**Feedback**

For quizzes, at first you will only see how many questions you got correct overall. After the quiz closes, the answers will be made available for you to check your work.

For discussion, you will randomly get feedback on some of your posts. If at any time you would like feedback on a post that wasn't chosen for feedback, please let your assigned instructor/TA know. However, note it may take time to get you feedback depending on how many requests are made. Priority will be given to those who are struggling the most that way they can get the feedback to improve their posts.

For written assignments, we will attempt to give feedback before the following assignment is due.

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**Assignments**

Quizzes cannot be made up except under extreme extenuating circumstances. Discussion posts/summaries up to 48 hours late will receive half credit. In extenuating circumstances, you must email us within 2 days of the extended absence to make arrangements for make-up.

<b>Assignment</b>	<b>Points Each</b>	<b>Total Points</b>
Quizzes	12 @ 20 each	240
Discussion Posts	12 @ 10 each	120
Discussion Summaries	2 @ 25 each	50
Annotated Bibliography		80
Problem, Solution, Barriers		120
Survey Response		20
Audience Analysis		120
Final Speech Manuscript/Video		200
Peer Review & Reflection		50
<b>Total</b>		<b>1000</b>

**Quizzes (240 points)**

There will be weekly multiple choice quizzes that are due Wednesdays by Midnight.

You will be allowed 2 attempts at each quiz and the highest score will be used. The questions are pulled from a bank of questions; therefore, you will likely get different questions each time. You will have 10 minutes for each quiz of 10 questions.

These quizzes will cover the book materials, the lecture videos, and any supplemental materials provided for that week. The quizzes are meant to test your understanding before you move on to the discussion post. Therefore, quizzes will focus on concepts, theories, processes, etc.

You may use materials for the quiz, but you should not complete the quiz with others or share questions/answers. This would constitute academic misconduct and will result in a zero.

The best way to approach the quizzes is to first review all of the materials for the week. Then create outlines and/or highlight materials. Since your time is limited, the more organized you are and the better grasp you have of the material, the easier it will be to answer the questions.

The answers to the quiz will be available after the quiz closes for you to check understanding and to help you with other assignments.

**Discussion (120 points)**

You will have one required post each week. These posts are meant to test your understanding of the material and give you a chance to apply the concepts we're learning.

**Prompts for discussion posts will be imbedded in the lecture videos or listed on the discussion board.** Remember to check the directions/rubric for what is expected in a post.

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\*Note that discussions will remain open until the following Monday at midnight. Any late post (up to 48 hours) will receive half credit. *Depending on when you post late, your late post may not be graded with the others. Carmen does not notify us of late posts. It is your responsibility to make sure that we are aware that you have turned in late work if has not been graded.*

There are specific criteria for each discussion post. See the files on Carmen for instructions, a rubric and example. Remember that these discussion posts replace all of the typical in-class discussion and assignments and supplement what would be on an exam, so it is important you take them seriously.

**Discussion Summaries (50 points)**

In order to limit confusion and time commitment, you will not be replying to other students on the discussion (unless you want to on your own; which is encouraged!). In order to allow you to get the benefit of the other students' discussion, you are assigned 2 discussion summaries. For these you will read all of the posts in your group for a given week. Then you will submit a summary meeting the criteria listed. You have 3 weeks to choose from for each summary which are annotated on the schedule by the superscript 1 & 2. You only have to do 1 of the 3 weeks for each summary! There are specific instructions for what to include in your summary on Carmen.

The summaries have set due dates at the end of the 3 week time periods; however, it is easiest if you do the summary just after the week you choose to summarize so the content is fresh.

**Writing Assignments**

The writing assignments for this course are scaffolded, meaning that they build on each other. This enables you to work toward your major project (the final speech) in steps and to get feedback along the way. As the assignments progress, anything that is repetitious between assignments will be progressively graded more harshly. This is because you have already been given feedback that you should be incorporating for future assignments. For this reason, it is imperative that you carefully read the feedback that you are given on assignments.

*You may turn in a draft of any writing assignment for feedback. If you would like to do this, you will need to submit your draft at least a week in advance to Carmen. Please also email the instructor/TA so that we know you have made a draft submission.*

**Annotated Bibliography (80 points)**

Your first writing assignment will be an annotated bibliography. For this assignment you will find 5 sources for your assigned topic. You will then list, summarize, and evaluate those sources.

**Problem, Solution, Barriers Paper (120 points)**

This paper will be broken up into these three sections. You will use your sources and research to detail the problem you have been assigned, your chosen solution/non-profit, and then you will consider barriers to your proposed solution.

**Survey Response (20 points)**

In order to know your "audience" for your final speech, you will be surveying your classmates about their views on your topic. Thus, you will also participate in your peers' surveys.



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**Audience Analysis Paper (120 points)**

You will summarize and analyze the results from your audience analysis survey questions to better understand how to persuade your audience. For this paper you will integrate these responses with persuasion concepts and theories we have discussed to consider the most effective persuasion tactics for your particular audience and topic.

**Final Speech Manuscript/Video (200 points)**

All of your assignments lead up to this final speech. The point of this speech will be for you to convince your audience that your topic/problem is something they should care about. You will also discuss your proposed solution and attempt to persuade your audience to enact it. You will turn in this speech as a written manuscript, and you will also turn in a video of you giving the speech using the speaking skills we discuss.

**Peer Review and Reflection (50 points)**

You will be assigned some of your peers' speeches to read/watch and evaluate. This will not only allow you to hear about the other issues your classmates have been exploring, but it also allows you to apply the persuasion skills we discussed by evaluating their use.

**All assignments will have separate assignment sheets with more detail.**

**Course Schedule**

- Quizzes are due every Wednesday
- Discussion posts are due every Saturday
- Most other assignments are due on Sundays
- Everything is always due by 11:59pm EST of that day

Reading/lecture should be done before the quiz and discussion posts for the week. *No late quiz submissions; discussion posts up to 48 hours late get half credit. See late policy for assignments.*

- Lectures and readings can be found under "Modules" and then the appropriate week.

<b>Week 1- August 23-27</b> <b>Topic: Introduction to Course</b>
Due 8/27, 11:59pm- Intro Survey <i>Note that the items for the first two weeks are locked so that you have to complete them in order. This is to make sure that you understand how to use the new Carmen system.</i>
<b>Week 2- August 28- September 3</b> <b>Topic: Introduction to Course</b>
Topic Assignments will be given 8/28 Due 8/31- Week 2 Quiz Due 9/3- Week 2 Discussion
<b>Week 3- September 4-10</b> <b>Topic: Academic Research</b>
Due 9/7- Week 3 Quiz

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Due 9/10- Week 3 Discussion
<b>Week 4- September 11-17</b> <b>Topic: Writing/Ethics</b>
Due 9/11- Annotated Bibliography Paper Due 9/14- Week 4 Quiz Due 9/17- Week 4 Discussion
<b>Week 5- September 18-24</b> <b>Topic: Garnering Donations<sup>1</sup></b>
Due 9/21- Week 5 Quiz Due 9/24- Week 5 Discussion
<b>Week 6- September 25- October 1</b> <b>Topic: Persuasion<sup>1</sup></b>
Due 9/28- Week 6 Quiz Due 10/1- Week 6 Discussion
<b>Week 7- October 2-8</b> <b>Topic: Attitudes<sup>1</sup></b>
Due 10/2- Problem, Solution, Barriers Paper Due 10/5- Week 7 Quiz Due 10/8- Week 7 Discussion
<b>Week 8- June 26-October 9-15</b> <b>Topic: Audience</b>
Due 10/9- Discussion Summary 1 Due 10/12- Week 8 Quiz Due 10/15- Week 8 Discussion
<b>Week 9- October 16-22</b> <b>Topic: Processing 1<sup>2</sup></b>
Due 10/19- Week 9 Quiz Due 10/22- Week 9 Discussion
<b>Week 10- October 23-29</b> <b>Topic: Processing 2<sup>2</sup></b>
Due 10/23- Survey Responses Due 10/26- Week 10 Quiz Due 10/29- Week 10 Discussion
<b>Week 11- October 30- November 5</b> <b>Topic: Message Design 1<sup>2</sup></b>
Due 11/2- Week 11 Quiz Due 11/5- Week 11 Discussion
<b>Week 12- November 6-12</b> <b>Topic: Message Design 2</b>
Due 11/6- Discussion Summary 2 Due 11/9- Week 12 Quiz Due 11/12- Week 12 Discussion
<b>Week 13- November 13-19</b> <b>Topic: Manuscript Writing/Speaking</b>
Due 11/13- Audience Analysis Paper

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Due 11/16- Week 13 Quiz
Due 11/19- Week 13 Discussion
<b>Week 14- November 20-26</b>
<b>Week 15- November 27-December 3</b>
<b>Week 16- December 4-7</b>
Due 12/4- Final Speech Manuscript and Video
<b>Finals- December 8-15</b>
Due 12/11- Peer Review and Reflection

\*This schedule is subject to change with advance notice. If anything in this schedule changes, I will notify you via Carmen.