

**COMMUNICATION 2367H:
PERSUASIVE COMMUNICATION-HONORS**

Spring 2016

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Meeting Place: 1064 Smith Lab
Meeting Time: T Th 12:45-2:05

COURSE DESCRIPTION: How can our ideas go viral? How can our ideas become sticky? The primary goal of COMM 2367 is to increase your understanding of persuasive communication and your ability to create effective persuasive messages. This course covers theories of persuasion, attitude change and message design that can be used to develop your persuasive skill. In particular, we will focus on the message strategies that have proven effective in accomplishing various influence tasks, such as securing one's credibility, demonstrating the severity of a problem, advocating change, and mobilizing commitment. Communication 2367H is a Level Two General Education Course in Writing and Communication.

GENERAL COURSE OBJECTIVES

1. Develop skill in critical thinking, oral expression and written communication
2. Gain an understanding of the theories and concepts relevant to persuasive communication
3. Learn to analyze persuasive messages and arguments
4. Produce effective written arguments about a social problem and its best remedy
5. Create and deliver effective oral arguments to persuade your classmates to adopt a particular viewpoint and/or engage in a recommended behavior

OSU GEC Level-Two Course Learning Outcomes

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific social problem.
3. Students access and use information critically and analytically.
4. As a Level Two writing course, you will be given opportunities to revise your written work.

REQUIRED TEXT

Perloff, R. M. (2014). *The dynamics of persuasion: Communication and Attitudes in the 21st Century*. (5th Ed.). New York: Routledge.

**Additional readings are available on Carmen, and are listed at the end of the syllabus and on the schedule.

To help you master the reading material:

1. Lecture outlines are available on Carmen
2. Study guide questions are available for each reading on Carmen
3. In-class activities will help facilitate mastery of the reading material
4. Handouts and examples of how to apply attitude change theories are available on Carmen

ASSIGNMENTS

READINGS: You are expected to read the designated material from the text or online readings before coming to class on the day the readings are due.

EXAMINATIONS: There are two examinations in this class. Each exam is made up of multiple choice, true/false, short answer, and essay questions on the material covered prior to the exam.

WRITTEN ASSIGNMENTS: There are several graded written assignments in this class that are integrated components of a term-long project. A brief description of the papers is provided here for your convenience, but much more will be said about each of these assignments when they are distributed in class. The *Term Topic Assignment* has you present three persuasive speech goals. If all goes as planned, one of these three goals will form the topic of your speeches and essays. *This first assignment will be ungraded.* The *Attitude Change Paper* asks you to analyze two print advertisements for the effectiveness of the attitude change theories implicated in the ads. The *Problem Analysis Paper* asks you produce an argumentative analysis of the problem/need you intend to address in your first persuasive speech and the possible beliefs that may prevent your audience from holding your viewpoint about the problem. Part of the problem analysis essay will be to develop and administer an attitude survey to the class on your topic. The *Advocacy Paper* asks you produce a persuasive essay that defends a policy proposition associated with your topic as you advocate change. You will have an opportunity to revise these written assignments during the term. All students who have difficulty writing are encouraged to visit the **OSU Writing Center** for help.

SPEECHES: Each student is required to give two graded persuasive speeches. These speeches represent your attempt to deliver an effective persuasive message using all the knowledge you gained from reading, class, and the written assignments. Details of these two assignments will be supplied separately.

IN-CLASS/Homework EXERCISES: There will be 4 group exercises in class and one homework assignment designed to help you master the lecture and reading material.

GRADING

Writing	Exams	Speeches	Participation
37%	25%	25%	13%

Your grade in this course is a function of the following:

Assignment Weights

Exam #1	12%	A	93% – 100%
Exam #2	13%	A–	90% – 92%
Paper 1	12%	B+	87% – 89%
Paper 2	12%	B	83% – 86%
Paper 3	13%	B–	80% – 82%
Speech #1	12%	C+	77% – 79%
Speech #2	13%	C	73% – 76%
Participation,	13%	C–	70% – 72%
In-class exercises,		D+	67% – 69%
Attendance		D	60% – 66%
		E	Less than 60%

POLICIES AND PROCEDURES

ATTENDANCE: Class attendance is highly encouraged. Your participation grade will reflect attendance, contributions to discussion, and engagement in-class activities. I recognize that people may need to miss a class or two for various reasons. With a few exceptions (e.g., health), you may miss up to four classes in COMM 2367H without penalty.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

WRITTEN ASSIGNMENTS: All written assignments must be typed and conform to APA formatting, citing, and referencing guidelines. Students must use correct spelling and grammar in all written assignments. Because this is a second level writing class, grammar and spelling count. Thus, grades on poorly written assignments will be lowered by up to 10 percent. Assignments must be submitted to Carmen Dropbox by 11:59 pm on the assigned due date. Assignments may be accepted late but will be reduced 10% (1 day late), 20% (2 days late), or receive no credit (3 or more days late).

COMMUNICATION: Our Carmen website will be a repository for course materials and class updates. I will post class updates and our schedule as announcements on Carmen. Please check Carmen regularly for these updates.

Technology Policy: Cell phone use is not allowed in the classroom. Please be sure to put your phones on silent before the start of class.

Writing Center: All students are encouraged to visit the *OSU Writing Center*. Their web address is <http://cstw.osu.edu/writingcenter> and their phone number is 614-688-4291. Tutors are available at the Smith Lab, Thompson Library, and 114 Smith-Steeb. Walk-in hours and scheduled appointments are available; please see the web page for more information.

ACADEMIC MISCONDUCT: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so please review the policy, http://studentaffairs.osu.edu/resource_csc.asp. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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 (when possible, documentation should be

provided no later than the second week of class). The Office for Disability Services is located in Pomerene Hall, 1760 Neil Avenue; Phone 292-3307; <http://www.ods.ohio-state.edu/>.

Influence Tasks and Message Strategies Model

Influence Task #1: Creating connections through Ethos, Trust, and Liking

Influence Task #2: Creating consensus by discussing Exigencies, Needs, Desires

Influence Task #3: Creating believable messages with Argument and narrative

Influence Task #4: Creating impressiveness through clarity, memorability and style

Influence Task #5: Deliberating and advocating change; creating identities

Influence Task #6: Facilitating behavioral commitment

Additional Readings

Clark, R. A. (1984). *Persuasive messages*. New York: Harper & Row. Out of print.
Selected chapters on Carmen.

O'Keefe, D.J. (2002). *Persuasion theory & research*, 2nd Ed. Thousand Oaks, CA: Sage Publications.
Chapter 3. Belief-Based models of attitude.

Perloff, R. M., (1993). *The dynamics of persuasion*. Hillsdale, NJ: Lawrence Erlbaum. Chapter 3,
pp. 57-77.

Warnick, B., & Inch, E.S. (1994). *Critical thinking and communication: The use of reason in argument*,
2nd Ed. New York: Macmillan. Chapters 4-5.

Speech Preparation:

Larson, C.U. (2001). *Persuasion: Reception and responsibility*, 9th ed. Belmont, CA:
Wadsworth/Thomson Learning. Chapter 12.

O'Hair, Stewart, R., & Rubenstein, H. (2004). *A speaker's guidebook: Text and reference*.
Chapter 2, 24.

Tentative Schedule

WEEK	DATE	TOPIC	READING(S)	WHAT'S DUE
1	T 1/12	Introductions/Course Overview		
	Th 1/14	Persuasion as a Field of Study	Ch. 1, Clark, Ch. 1	
		I. Theories of Attitude Change		
2	T 1/19	History/Associative, Conditioning & Modeling Approaches	Ch. 2, Ch. 13 (pp. 397-408); Perloff Ch. on Carmen	
	Th 1/21	Social Judgment Theory, Functional Theory	Ch. 4; Ch. 5 (pp. 117-133)	Term Topic Paper
3	T 1/26	Belief-based Models of Persuasion	Ch. 6; O'Keefe, Ch. 3	
	Th 1/28	Cognitive Dissonance Theory	Ch. 11	Essay #1
4	T 2/2	Elaboration Likelihood Model/Review	Ch. 7	
	Th 2/4	Examination #1		Exam #1
		II. Influence Task Model		
5	T 2/9	Analyzing Audiences/ Influence Task #2: Gaining Consensus on Problem or Aims	Metcalf, O'Hair, Larson (read 2)	Bibliography Due
	Th 2/11	Influence Task #2: Gaining Consensus on Problem	Clark, Ch. 6	
6	T 2/16	Influence Task #1: Securing Credibility, Trust, Liking/Influence #3 Argument	Ch. 8; Warnick & Inch, Evidence	Audience Analysis exercise completed
	Th 2/18	Influence Task #3: Creating Message Believability: Argument and Narrative	Inch & Warnick, Reasoning	
7	T 2/23	Argument/ Influence Task #4: Developing Impressive Messages	Ch. 9, Clark, Ch. 4	Problem Essay
	Th 2/25	Impressive Messages, Value argument, Delivery	O'Hair: delivery, intro, conclusion	
8	T 3/1	Speech #1: Gaining Awareness about a Problem		Speeches
	Th 3/3	Speeches		Speeches
9	T 3/8	Speeches		Speeches
	Th 3/10	Speeches		Speeches
10	T 3/15	Spring Break		
	Th 3/17	Spring Break		
11	T 3/22	Reasoned Action Model/Influence Task #5: Advocacy	Ch. 5 (pp. 134-143) Clark, Ch. 7	
	Th 3/24	Influence Task #5: Advocacy	Ch. 10	
12	T 3/29	Influence Task #6: Mobilizing Commitment	Ch. 14	
	Th 3/31	Advocacy arguments; dialogue; value argument	Posted Reading	Advocacy Essay
13	T 4/5	Rebuttal, and Dialogue		
	Th 4/7	Rhetorical Criticism/Review		
14	T 4/12	Examination #2		Exam #2
	Th 4/14	Speech #2: Advocating Change		Speeches
15	T 4/19	Speeches		Speeches
	Th 4/21	Speeches /Essay #2 Revisions Due		Speeches
16	Th 4/28	2 pm. Speeches		Speeches