

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

Instructor: Morgan Schunn (schunn.1) Students with last names beginning with A-H
TA: Chris Loiewski (loiewski.1) Students with last names beginning with I-Z
Office Hours: TBD

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 GEC 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 GEC Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

GEC Learning Objectives

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

1. Read carefully and express ideas effectively.
2. Retrieve and use written information analytically and effectively.
3. Apply basic skills and demonstrate critical thinking in expository writing.

Course Learning Objectives

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

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

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Required Text

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

Recommended Readings

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

Accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.

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

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.
- Alteration of grades or marks in an effort to change the earned grade or credit.
- Failure to report others' incidents of academic misconduct.

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.

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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.

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. 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.

Grading Scale

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

Letter Grade	Points	Percent of 1000
A	930-1000	93-100
A-	900-929	90-92.9
B+	870-899	87-89.9
B	830-869	83-86.9

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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 papers). 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 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.*

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 I clarify something for an assignment or lecture. Therefore, all general course and content 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 specific questions about one of your completed assignments, grades, or any other personal issues. You are welcome to email to set up an

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appointment (in-person or virtually) 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.

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

The only time I will use email is for personal communication and feedback. Any other time I will use the Carmen discussion board (to answer questions) or the Carmen announcements (to post updates, reminders, summaries, etc.). You can sign up for email notifications of updates, 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

I am 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.

Course Schedule

Everything is due on Wednesday, Thursday/Saturday, and Sunday **by 11:59pm**. Reading/lecture should be done before the quiz and discussion posts for the week. *No late quiz submissions; discussion/reply posts up to 48 hours late will get half credit. See late policy for assignments.*

- Lectures/extra readings can be found under “Modules” and then the appropriate week.
 - ****You are expected to read/watch all of the materials listed on Carmen for the week in addition to the book chapters outlined below.****
 - Chapters denote that you should read them while others are for your reference.

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- READ: This means information in the chapter to read will be directly on the quiz.
- REFERENCE: Chapters used for reference can help you better understand the lecture videos but the questions on the quiz can be answered using only the lecture videos.
- For discussion, you will be alternating whether you post or reply each week. You will be assigned which you start on. The * and ^ indicate each group of alternation.

Week 1- May 11-14 Topic: Introduction to Course
Intro Survey Due May 14
Week 2- May 15-21 Topic: Introduction to Course
Quiz Due Wednesday 5/18 Discussion Due Thursday 5/19 for all
Week 3- May 22-28 Topic: Academic Research
Quiz Due Wednesday 5/25 Discussion Due Thursday 5/26 for posts*; Due Saturday 5/28 for replies^
Week 4- May 29-June 4 Topic: Persuasion
Book: Read Chapter 1; Use Chapter 2 for reference Quiz Due Wednesday 6/1 Discussion Due Thursday 6/2 for posts^; Due Saturday 6/4 for replies* Annotated Bibliography Due 6/5
Week 5- June 5-11 Topic: Attitudes
Book: Read Chapter 3; Use Chapters 4, 5 for reference Quiz Due Wednesday 6/8 Discussion Due Thursday 6/9 for posts*; Due Saturday 6/11 for replies^
Week 6- June 12-18 Topic: Audience
Book: Read Chapter 8; Use Chapter 6 for reference Quiz Due Wednesday 6/15 Discussion Due Thursday 6/16 for posts^; Due Saturday 6/18 for replies* Problem, Solution, Barriers Due 6/19
Week 7- June 19-25 Topic: Message Processing
Book: Read Chapter 7; Use Chapter 11 for reference Quiz Due Wednesday 6/22 Discussion Due Thursday 6/23 for posts*; Due Saturday 6/25 for replies^ Audience Survey Response Due 6/26
Week 8- June 26-July 2 Topic: Message Design
Book: Read Chapter 9

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Quiz Due Wednesday 6/29 Discussion Due Thursday 6/30 for posts^; Due Saturday 7/2 for replies*
Week 9- July 3- 9 Topic: Message Design
Book: Read Chapter 10
Quiz Due Wednesday 7/6 Discussion Due Thursday 7/7 for posts*; Due Saturday 7/9 for replies^ Audience Analysis Due 7/10
Week 10- July 10- 16 Topic: Speech/Manuscript Writing
Quiz Due Wednesday 7/13 Discussion Due Thursday 7/14 for posts^; Due Saturday 7/16 for replies* Speech Outline 7/17
Week 11- July 17-23 Topic: Ethics
Use Chapter 2, 13 for reference
Quiz Due Wednesday 7/20 Discussion Due Thursday 7/21 for posts*; Due Saturday 7/23 for replies^
Week 12- July 24-29
Final Speech Manuscript Due 7/25
Finals- July 30- August 3
Peer Review Due 8/1

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