

SYLLABUS

COMM 2367

Persuasive Communication
Summer 2022 (8-week term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Mikayla Kludt

Email address: kludt.1@osu.edu (preferred contact method)

Office hours: By appointment only, via zoom. I will send you the link when we set up our meeting

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, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

Course learning outcomes

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

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 as part of the process of persuasion.

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.

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 learn to select and analyze information to build effective persuasive arguments.

Second Writing Course Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively. (ELO1)

COMM 2367 fulfills this requirement by scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. They will demonstrate an ability to read carefully and express sophisticated ideas clearly through written persuasive communication, discussion, and critical analysis.

2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline. (ELO2)

COMM 2367 fulfills this requirement by providing opportunities for students to use communication skills to write and present persuasive arguments. Students will also understand the conventions of academic discourse to express original ideas in a persuasive paper and both an informative and a persuasive speech.

3. Students access and use information critically and analytically. (ELO3)

COMM 2367 fulfills this requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students will use highly credible and relevant sources to analyze and build effective persuasive arguments.

COURSE OBJECTIVES

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.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Sigler, K. (Ed.). (2021). *Persuasive communication* (2nd ed.). Kendall Hunt Publishing Company.

*Print or e-books: <https://he.kendallhunt.com/osupersuasivecomm>

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

COURSE REQUIREMENTS

The overall design of the course centers on the persuasive speech assignment that will take place at the end of the semester. With the exception of the exams, quizzes, and the reflection paper, all course assignments are integrated and culminate in a speech to be posted on the Carmen discussion board. The goal of *each* speech is to:

- Present a problem (e.g., poverty) in a particular region (e.g., Ohio).
- Deliver speeches to persuade the audience to volunteer at, or donate to, or advocate for a particular nonprofit organization that is actively and effectively addressing the problem (e.g., Ohio Poverty Law Center).
- View the speeches and provide feedback.

ASSIGNMENT OVERVIEW

Essays

- *Annotated Bibliography Paper*: This assignment requires you to begin researching your problem. In this paper, you will develop your ability to access, evaluate, and use credible information by identifying and summarizing highly credible sources.
- *Problem Analysis Paper*: This persuasive essay requires you to explore the problem in your region. You will consider what it means to demonstrate the severity of a problem and create an exigence for change.
- *Audience Analysis Paper and Online Discussion*: In this essay, you will summarize, analyze, and apply information from the audience survey and textbook material to develop a persuasive message that will appeal to your audience. You will also participate in a group discussion to critically analyze the original ideas of your peers and improve the effectiveness of your own persuasive arguments.
- *Problem, Solution, and Barriers Paper*: You will have an opportunity to revise your Problem Paper based on previous feedback from your instructor and peers. This assignment requires you to write a persuasive paper wherein you refine your problem arguments and advocate a solution. You also need to consider counterarguments and address these barriers to persuade your audience to enact your solution.
- *Reflection Paper*: In this paper, you will reflect on what you learned through the class readings and assignments to consider how your experience this semester might be personally, academically, and professionally applicable.

Discussion Posts

- Three prompts for discussion will be presented and completed within your groups. These prompts ask you to think critically and apply the theories and concepts presented in readings and lecture. You will be expected to create an initial post with your own ideas and then respond to the post of at least 2 group members.
- Guidelines for a successful discussion post can be found in the Welcome Module for this course.

Quizzes/Exams

- *Quizzes*: Two quizzes will be presented on the syllabus and APA materials and may include short answer, multiple choice, true-false, and/or matching items.
- *Comprehensive Exam*: The exam will cover required readings and may include multiple choice, true- false, and/or matching items.

Speeches

- *Introduction Speech:* 1-2 minute video introduction. You will introduce yourself, your hometown, and your major. You'll also answer one of these questions: 1) What is something you've done that you think no one else in the class has done? OR 2) What is the bravest thing you've ever done? OR 3) What would you do if you knew you would not fail?
- *Media and Persuasion Speech:* This 2-4 minute speech will develop your ability to make connections between textbook material and media you encounter daily.
- *Persuasive Speech:* In this culminating assignment, you will use the knowledge you have gained from the textbook, class discussions, and previous assignments to deliver a 5-6 minute persuasive speech to your peers on the Carmen discussion board.

Participation

- *Media and Persuasion Speech Participation:* You will have an opportunity to ask questions or provide peer feedback on presentations.
- *Persuasive Speech Participation:* You will have an opportunity to actively participate by asking questions, engaging in discussion, and offering peer feedback on presentations.
- *Peer Reviews:* For some of the writing assignments, you will be required to provide detailed feedback about another student's draft.



Grades

GRADING

Following are the point values for each assignment:

Assignment	Points
Annotated Bibliography Paper	30
Problem Analysis Paper	50
Audience Analysis Paper and Online Discussion	40
Problem, Solution, and Barriers Paper	20
Reflection Paper	15
Discussions (3@ 10 points each)	30
Introduction Speech	5
APA Quiz	10
Comprehensive Exam	75
Media and Persuasion Speech	15
Media and Persuasion Speech Participation	10
Persuasive Speech & Participation	70
Peer Reviews (3 @ 10 points each)	30
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TOTAL	400

EXTRA CREDIT:

C-REP (Communication Research Experience Program) Research Credits: All students enrolled in COMM 2367 may participate in the Communication Research Experience Program (“C-REP”) for extra credit. C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing two hours of C-REP research studies, OR
- Completing two C-REP alternative written assignments, OR
- Completing a combined total of two hours of research studies and alternative writing assignments.

There are multiple sections of COMM 2367 each semester. You MUST sign up for the correct section in order to earn the extra credit. Our section is COMM 2367—18608.

You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to the contact person identified in the Student Guide.

Late assignments

Late submissions will not be accepted. This class is already fast-paced, and if you get behind, it will be difficult to catch up. If you anticipate any issues, talk to me ahead of time. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn those points.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.
- **Document Formats:** For discussion posts, you're welcome to just post the text directly into the discussion board. Any time you submit a file for an assignment, it must be in a format that can be opened. I'd recommend Word documents, PDFs, or mp4 (for videos). Feel free to ask about the files you are using if you have questions or concerns. If I cannot open a document, you do not get credit for having turned it in.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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. 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. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Date	Topic & Activity	Reading(s)	Assignment(s)
Week 1	5/10	Overview of course & assignments Introductions <i>The Concept of Persuasion Writing: Myths and Expectations</i> APA Style introduction and practice	Ch 1, 10	Join a Group (5/11) Introduction Speech (5/11) Respond to Speeches (5/13) Discussion Post 1: Initial Post (5/11) Response Posts (5/13) APA Quiz (5/13)
Week 2	5/15	<i>Finding Good Sources</i> <i>Evaluating and Working with Sources</i> <i>Attitudes and Beliefs</i> <i>Classical Rhetoric</i>	Ch 11-12, Ch 2-3	Annotated Bibliography: Draft (5/20) Peer Review (5/23) Final (5/25)
Week 3		<i>Source Factors</i> <i>Message Factors</i> <i>Social Judgment Theory</i> <i>Consistency and Cognitive Dissonance Theory</i>	Ch 4-7	Discussion Post 2: Initial Post (5/25) Response Posts (5/27)
Week 4		<i>A Reasoned Action Approach</i> Survey Design	Ch 8	Problem Analysis Paper: Draft (6/3) Peer Review (6/6)

		<i>Elaboration Likelihood Model</i>		Final (6/8)
Week 5		<i>Audience-Centered Presentations</i> <i>Persuasive Speaking in Theory and Practice</i> <i>Practicing and Delivering Public Speeches</i>	Ch 13-15	Audience Analysis Discussion: Initial Post (6/8) Response Posts (6/10) Media and Persuasion Speech: Due (6/8) Response Posts (6/10)
Week 6		Comprehensive Exam <i>Presenting your Problem</i>		Comprehensive Exam 6/13 Problem, Solution, and Barriers Paper: Draft (6/10) Peer Review (6/13) Final (6/15)
Week 7		<i>Making Ideas Impressive</i> <i>Listening and Critiquing Speeches</i>	Ch 16	Discussion Post 3: Initial Post (6/15) Response Posts (6/17)
Week 8	4/18	Persuasive Speech Final Reflection		Persuasive Speech (6/20) Persuasive Speech Response Posts (6/22) Reflection Paper (6/24)