

SYLLABUS: COMM 2367

PERSUASIVE COMMUNICATION

ONLINE SUMMER 2024

This course is designed to increase your understanding of persuasive communication as it relates to citizenship and the American experience. As an advanced level writing course, the course is specifically designed to improve your persuasive writing, speaking, and critical thinking skills as specific citizenship behaviors.

Instructor

INSTRUCTOR: Enoch Montes

OFFICE:

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OFFICE HOURS: Monday/Tuesday 12-2pm (Email me for the zoom link)

Course prerequisites

Completion of GE Foundation Writing and Information Literacy course, and sophomore standing.

Mode of delivery

This online course will be presented entirely online. All lectures and speeches will be presented in an asynchronous online format. Please see the course schedule on the last two pages of the syllabus for weekly details.

COURSE OBJECTIVES

Students who complete this course will:

1. Understand and apply knowledge of persuasion theory and research to become more responsible and active citizens in American life.
2. Analyze persuasive messages in society to become more critical citizens and 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.

INTRODUCTION

The School of Communication agrees with the Carnegie Foundation for the Advancement of Teaching that “reasonably well-informed, capable, engaged, and public-spirited citizens are essential if a democracy is to flourish” (Colby et al., 2007, pp. 25-26). COMM 2367 is built from a history of undergraduate courses in U.S. communication departments that are aimed at developing undergraduates’ knowledge, skill and motivation to be more active in civic and political life.

We are educating students to engage in active and responsible citizenship. Citizenship includes being able to analyze local, national and world issues, compose and communicate arguments about social problems and their causes, and advocate specific solutions to those problems. This course aims to help students develop their persuasive communication skills to participate in civic life by expressing ideas and arguments that are action-oriented, socially conscious and/or community involved.

A town hall meeting provides a problem-based learning framework for students to identify and research a social issue or problem, craft arguments about the significance of the problem to their peers, and advocate that their peers participate in their recommended solution. The town hall meeting allows students to practice citizenship behaviors, equipping them to be active and responsible citizens beyond the classroom.

COMM 2367 is similar to the courses studied in *Educating for Democracy* (Colby et al., 2007). Colby et al. studied college level courses and programs that prepared students for responsible democratic participation, and found that college courses that created opportunities for students to practice deliberation and advocacy activities were related to students' later political engagement. COMM 2367 is focused on many of the skills described, such as *political influence*, or persuading others to support one's position, *analysis and judgment*, such as having the ability to write well about political or social topics and to weigh the pros and cons of different positions, and the *skills of communication and leadership*, such as being able to make statements at public meetings (Colby et al., 2007).

Below is a description as to how COMM 2367 meets each GE Goal and Learning Outcome.

GE Goals and Learning Outcomes: Citizenship for a Just and Diverse World

NEW Goals & ELOs

Goal 1. Successful students will analyze concepts of citizenship, justice and diversity at an advanced and in-depth level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

ELO1.1. Critical thinking "is reasonable reflective thinking that is focused on deciding what to believe or do" (Ennis, 1991, p. 6). COMM 2367 students *acquire knowledge and skill in critical and logical thinking* in two ways. First, students learn attitude theories (e.g., Reasoned Action Theory) that help them understand how citizens can differ in their views on an issue. A comprehensive exam tests knowledge of these theoretical concepts. Second, the course uses concepts from argumentation to help students acquire persuasive skill:

- through activities and the **annotated bibliography assignment**, students identify and evaluate types of sources with recognized criteria
- through textbook chapters, lecture, and activities students recognize types of reasoning and criteria for evaluating reasoning
- through their essays and **final speech** students organize their arguments into a sufficient case, with counterarguments to handle opposing points of view.

ELO1.1.COMM 2367 students also engage in an *advanced* and *in-depth* study of persuasion and citizenship that build citizenship skills in four ways:

- Students learn to persuade audiences about justice, equity and diversity issues in *both* their writing and speaking. Separate readings and class discussion focus on writing and on giving audience-centered presentations.

- Most courses in rhetoric or persuasion take either a humanities or social scientific approach. In contrast, COMM 2367 integrates humanities ideas about rhetoric (e.g., the Canon, concepts from Aristotle, Plato) with social scientific theories of attitude change (e.g., Cognitive Dissonance Theory). Integrating rhetorical concepts (e.g., identification, stock issues) with contemporary message strategies can produce more advanced skill in students' citizenship behaviors.
- Over several weeks textbook chapters present social scientific theories such as conditioning theories, functional, cognitive dissonance, social judgement, and reasoned action theories, and the Elaboration Likelihood model. Lectures use peer-reviewed and popular sources to discuss and apply each theory to current advertising and political discourse. For instance, attitude functions can help students understand why some people would value justice principles over alternatives, while the Elaboration Likelihood Model can help students understand why justice appeal arguments would be more attractive to some people than others. Knowing attitude theories contributes to building political analysis and judgment skills that form part of citizenship skills (Colby et al., 2007).
- Consistent with advanced writing instruction, students engage in sustained research and writing on a topic that is meaningful to them, and students integrate knowledge of the problem and audience with knowledge of message strategies to pursue their persuasive objectives. Students also engage in multiple writing drafts with opportunities for peer review. These practices help enable students to transfer their knowledge of persuasive writing to new contexts.

Goal 2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

ELO2.1: COMM 2367 students identify and synthesize their experiences related to citizenship in two major ways. In their scaffolded assignments, students synthesize experiences about a social problem that citizens are experiencing, by (a) creating an annotated bibliography about the citizens experiencing a current problem that is unjust or inequitable; (b) using a **survey** to learn the audience's view of the problem and potential solutions; (c) developing in two essays and a speech arguments regarding the severity of the social problem for citizens and current systems that violate citizens' justice and equity; and (d) learning rhetorical strategies to propose solutions that motivate an audience to act.

A second way students synthesize experiences related to citizenship is in making connections between their class experiences and persuasive communication that qualifies as active citizenship. As students develop arguments about a social problem and how to solve it, they become increasingly aware of the importance of the audience with each writing assignment. **Presentations** at the town hall meetings serve as opportunities for students to participate in their communities as active and responsible citizens.

ELO2.2. COMM 2367 students develop themselves as learners by determining best sources for their arguments, creating solutions to social problems, and engaging in reflection as they apply knowledge of persuasive communication. Students engage in assessment in developing their audience survey, responding to others' surveys, and analyzing their audience's responses to develop a solution to their social problem. Students practice citizenship skills by empathizing how they or other citizens are affected by social problems. Students engage in reflection in an online discussion on listening, and in a final reflection essay about they can use their persuasive skills in the future.

Goal 3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

ELO 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

ELO 3.2. Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

ELO3.1. COMM 2367 students learn to analyze a range of perspectives about citizenship for their persuasive aims, while simultaneously acquiring knowledge and skills in deliberation and advocacy to participate more fully in democratic life. Students use research to figure out what citizenship should look like with their particular topic; they are supplied a list of social problem areas to choose from, with each problem involving disparities or conflicting values among groups in the US (e.g., addiction, gerrymandering, income-inequality, health care, elections, economy, gun violence).

However, instead of focusing on expository analysis and writing, COMM 2367 is focused on analyzing different perspectives on citizenship that audiences may hold for the purpose of learning how to persuade a particular audience to adopt a different perspective about citizens and citizenship. The **audience survey** enables students to learn the political and cultural perspectives of their peer audience about their social problem. In **group discussion** students learn to frame the problem and its remedy with their preferred view of citizenship. The **final speech and paper** emphasize the importance of audience analysis to design a message that will express a preferred view of citizenship while incorporating the audience's desires and beliefs. Course readings further discuss perspectives on citizenship, such as code switching in politics, consumer data in advertising, and stereotyping audiences.

ELO3.2. The persuasive knowledge and skills that COMM 2367 students acquire do overlap with the knowledge and skills required for intercultural competence as a global citizen. With our **focus on audience analysis** with a student survey, its assessment and a written analysis, developing rhetorical and intercultural competence both include what Roderick Hart, presidential rhetorical scholar, calls "rhetorical sensitivity." Teaching students the ability to understand and empathize with their audience helps them understand the importance of selecting the appropriate approach, reasoned arguments, basic emotional appeals, and the best language to phrase arguments for the audience. Across several weeks we teach analysis and strategies for adapting to different audiences in persuasion, with examples including media examples like ads and politician interviews.

Goal 4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society within the U.S. and around the world.

ELO 4.1. Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

ELO 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

ELO4.1. Addressing social justice and equity issues is inherent in COMM 2367's semester-long process of analyzing social problems and advocating particular solutions, because the topics and problems chosen by students involve vulnerable groups who have been harmed in some way. Students document the magnitude and impact of harms to these groups in terms of their lived experiences and violated values and rights. The message factors chapter discusses the role of narrative vividness and other evidence forms to document harms; justice and equity violations are discussed in Weeks 4 and 5.

ELO4.2. Because COMM 2367 utilizes a stock issues analysis and argumentation framework, analysis of social problems does not only involve how citizens are harmed. Instead, students also interrogate the systems responsible for injustices or disparities between citizens (e.g., laws, regulations, attitudes, cultural traditions, power structures). Analyzing problems includes analyzing inherency, or the systemic causes of the problem that deny rights and exclude groups. Students then move to crafting and advocating a solution in their last paper and speech that expresses alternative conceptions of

justice and equity. Audience values are analyzed and used to create common ground and convincing advocacy about alternative conceptions of diversity, equity and justice. These discussions occur in Weeks 4, 5 and 7 and in readings in *Persuasive Messages* by Ruth Anne Clark.

Old/Legacy ELOs that will also be fulfilled:

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.

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 DESIGN

The overall design of the course centers on the persuasive speech assignment that will take place at the end of the semester. This assignment asks students to integrate and apply their knowledge of a social problem with knowledge of persuasion theories to motivate a specific audience to help solve a current social problem (Goal 2; ELO2.1). With the exception of the Media & Persuasion, quizzes, and the reflection paper, all course assignments are integrated and culminate in a 5-6 minute speech to be recorded and posted on the Carmen discussion board. The goal of each speech is to:

1. Present a problem (e.g., poverty) in a particular region (e.g., Ohio).
2. Deliver speeches to persuade the audience to volunteer at, or donate to, or advocate for a particular nonprofit organization (e.g., Ohio Poverty Law Center) that solves the issue.
3. Provide feedback to several classmates' speeches each class session.

We use a general model of influence tasks to develop students' citizenship skills in deliberation and advocacy (Goal 3; ELO3.2; Goal 4; ELO4.1, 4.2). As students develop their argumentative cases we have the following discussions:

1. Problem Inquiry: Who is harmed by this problem? To what extent are particular citizens' legal or social rights violated?
2. Credibility & Liking: Who does not recognize the problem? What sources are credible for those who need to understand the problem?
3. Inherency: What legal or normative systems of beliefs or values is causing the problem for citizens? What value, justice, or equity conflicts between parties perpetuate the problem?
4. Creating Believable Messages with Argument & Narrative: What are the best arguments to employ to prove that a problem warrants our attention or that our proposal is the best remedy?
5. Persuasive Style: What kind of language will make our ideas impressive for those who enact our proposal?
6. Advocacy: What actions would address the problem, create benefit and a better conception of justice and equity for citizens? How do existing views about citizens affect the way we weigh alternative solutions? What objections or value conflicts might citizens have about our proposal?
7. Facilitating action: How do we motivate specific citizens/audience to act on our proposal?

Course materials

Required

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

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

Required readings posted on Carmen

Clark, R.A. (1984). *Persuasive messages*. Harper & Row. Selected chapters.

Recommended

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

Course technology

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 and support for urgent issues is available 24/7.

- **Carmen:**
 - [Carmen](#), Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (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.

- **Carmen accessibility**
- **CarmenZoom**
 - Office hours will be held through Ohio State’s conferencing platform, CarmenZoom.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the instructor in the virtual office hours room.
 - Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products **free of charge**. To install, please visit <https://ocio.osu.edu/blog/community/2015/08/18/free-microsoft-office-for-ohio-state-students>

Grading and Faculty Response

COMM 2367 has four sections. A first section is about persuasive writing. Students are introduced to the concepts of persuasion, citizenship and persuasive writing and learn how to write concise convincing arguments. Students learn to use credible sources and strategies to improve their writing and critical thinking skills. Analyzing social issues and critically evaluating information are essential parts of

responsible citizenship.

The second section is about persuasion theory and research. Classical rhetoric provides a foundation for our study of persuasion. The text and lectures then explore ethics, source factors and message factors in persuasion and review five attitude theories and models.

The third section is about persuasive essays. Students craft strong persuasive arguments in their writing assignments about a social problem that harms citizens due to justice and equity disparities. The class discusses audience-centered communication, reasoning, fallacies, message design and delivery skills. Citizenship is a recurring theme as students read and discuss ethics and community engagement.

The final section is the final persuasive speech. Students have a unique opportunity to apply what they have learned about citizenship, persuasive writing, persuasion theory, presentation skills and a specific social issue. Presentations meetings offer opportunities for students to participate in their communities as active and responsible citizens.

ASSIGNMENTS

Research and Writing Portfolio (5 papers, 1 chart, 1 discussion, 1 survey)

This portfolio is designed with theory-based scaffolded research and writing assignments that will guide you through developing a comprehensive persuasive message for a targeted audience. Each assignment is meant to build on previous assignments. The portfolio will be the foundational underpinning of your final persuasive speech. Additional guidelines and rubrics for each individual assignment will be provided throughout the semester.

1. *Citizenship Position Paper* – 30 points
 - Before setting out to solve a community problem, it is essential to first determine and identify one's personal philosophy and value set regarding citizenship and governance. This 2-page essay will begin the student's development of not only their place in the world as a citizen, but how their topic impacts (and has impacted) the world around them.
2. *Annotated Bibliography Paper* – 30 points
 - This assignment requires you to begin researching your problem by learning how citizens are being harmed what systems are causing the problem, and what may be viable solutions. In this paper, you will develop your ability to access, evaluate, and use credible evidence by identifying and summarizing highly credible sources. The paper should be 3-4 pages using APA format, and contain an introduction, thesis, discussion of three credible sources, and a conclusion. Successful annotations summarize the main points of the source, its relevance to your topic, and why the source is highly credible.
3. *Problem Analysis Paper* – 30 points
 - This 2-page persuasive essay requires you to explore the problem in your region. You will consider what it means to demonstrate the severity, size, and impact of a problem on a community and create an exigence for change. Effective essays will cite at least four credible sources to develop an argumentative case that the problem is of sufficient magnitude and impact of those affected and the community we live in. Effective essays

should also address the inherent reasons for the social problem in terms of the systems that are producing inequities or harms. Arguments should be composed of valid and reliable evidence and employ logical reasoning (e.g., generalizations, causal, analogies, deductive, authoritative).

4. *Audience Analysis Assignment*

- *Audience Analysis Paper and Online Discussion* – 40 points
 - *Paper:* In this 2-3 page essay, you will summarize, analyze, and apply findings from audience surveys and the textbook to develop a persuasive message that will focus on relevancy and appeal to your audience. You are asked to interpret your survey results about the beliefs and attitudes college students have about your topic, including the problem, potential solutions, and barriers. Describe the implicit views of citizenship, rights, justice and/or equity embraced by the audience. Then you are asked to interpret your results in relation to one scholarly theory or model you have learned about in class. Excellent responses demonstrate engagement in interpreting the survey results and applying a specific theory to design an effective argumentative case and persuasion message.
 - *Discussion:* You will also participate in a group discussion to analyze the original ideas of your peers and improve the effectiveness of your own arguments. You are specifically asked for two group members' initial posts to suggest two different course concepts or concepts related to citizenship, justice and/or equity that would complement your group member's ideas. Excellent responses describe and apply different course concepts in original ways.

5. *Advocacy and Solution Paper* – 30 points

- This second persuasive essay focuses on the final proposal for a solution to solve the problem. Advocacy of the student and commitment of the audience will be the focus for this 2-page written assignment. Developing the student's argumentative claim, the solution advocating for a credible nonprofit, specific solution and plan of action, as well as an emphasis on citizenship, will enhance the response and self-efficacy of the persuasive claim.

6. *Problem, Solution, and Barriers Chart* – 20 points

- This comprehensive chart will combine all of the various research and analysis of the problem, audience, solution, and barriers to plan and structure the final argument. This assignment asks you to write an integrative persuasive chart in which you refine your problem arguments, advocate a solution and motivate your audience to act. In approximately 3-4 pages using APA format, you should provide a succinct but thorough analysis that a serious problem exists for particular citizens that is perpetuated by current systems that are unjust and/or inequitable. The chart should propose a solution and defend its efficacy, benefit and value. The proposal can embed an alternative conception of justice and equity that addresses defective aspects of the status quo. Cite at least seven credible sources to support the arguments you make. Arguments should be composed of high-quality evidence and employ valid types of reasoning. You will also need to address barriers with counterarguments to persuade

your audience to enact your solution. Persuasive strategies will be utilized to demonstrate political effectiveness while also envisioning an alternative view of citizenship, justice and/or equity.

7. *Reflection Paper* – 20 points

- In this paper, you are asked to compose a formal essay that reflects upon your experience and what you learned this semester about persuasion and citizenship. The essay can critically reflect upon what you learned about writing, public speaking and/or persuasive communication, in what way the class challenged you, what persuasive speech had the greatest impact on you, and/or how your experience might be personally, academically, and professionally applicable. Excellent essays demonstrate a thoughtful engagement using specific examples and articulating original ideas.

Speeches and Presentations

1. *Introduction Speech* – 5 points

- 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?

2. *Final Persuasive Speech* – 50 points

- In this culminating assignment (ELOs 3.2, 4.2), 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. Your Problem, Solution, and Barriers Chart research and writing portfolio provides the preliminary foundation for the final Persuasive speech. Excellent speeches are well-documented and reasoned, express ideas in memorable ways, apply principles of persuasion (particularly Aristotle's three modes of proof), and engage the audience.
- *Outline* – 8 points
You are asked to submit a 2-3 page topic outline before class on your scheduled presentation date. You should cite at least seven evidence sources in your speech that are organized with an introduction, problem arguments, solution arguments, barrier arguments, and a conclusion.

Participation

1. *Media & Persuasion Speech Participation* – 9 points

- You will have an opportunity to ask questions or provide peer feedback on 3 classmates' presentations. You will comment about what you learned from each video and then give both positive and constructive feedback.

2. *Persuasive Speech Participation* – 12 points

- You will have an opportunity to participate by asking questions, engaging in discussion, and helping your colleagues improve by providing comments on their presentations. You are asked to provide substantive comments on two presentations per class session, due that day. Post your comments as a response to their speech in the discussion. Discuss what the speaker did well, how the speaker could improve and what you learned from the speaker. You will also provide feedback about the speaker's presentation and future opportunities to advocate and participate in social change.

3. *Peer Reviews* – 10 points (5 points each)

- For the (1) Problem Analysis Paper and (2) Solution and Advocacy Paper you are asked to provide detailed feedback about 2 other student's drafts. Peer reviews that simply state "Good job" or that only make corrections to grammar will not receive full points. You will be asked to evaluate your peers using the rubric for the assignment. Does the paper meet the criteria? Are there places that could be strengthened or clarified?

Quizzes- 4 @ 15 points each

Four quizzes will be online, timed, and will consist of approximately 15 items covering required readings. The items will be randomized and include either multiple choice, true- false, and/or matching items. You may use your book and notes. Reading guides in the form of fill-in-the-blank slides are provided for each chapter.

1. Quiz 1- (Chapters 1, 10-12)
2. Quiz 2- (Chapters 2-5)
3. Quiz 3- (Chapters 6-9)
4. Quiz 4- (Chapters 13-16)

Grades

GRADING

Following are the point values for each assignment:

Assignment	Points
Citizenship Position Paper	30
Annotated Bibliography Paper	30
Problem Analysis Paper	30
Audience Analysis Assignment	40
Advocacy and Solution Paper	30
Problem, Solution, and Barriers Chart	20
Reflection Paper	20
Quizzes (4 @ 15 pts each)	60
Introduction Video	5
Persuasive Speech & Participation	70
Peer Reviews (2 @ 5 pts each)	10
TOTAL	305

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.

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 for most written assignments will incur a 10% penalty each day the submission is late. The first day begins one minute after the deadline, with an automatic loss of 10% of the points. Please do not email your paper to the professor. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Carmen.

Speeches, quizzes, discussion posts, and peer reviews will not be accepted late. If they are not submitted on time (11:59pm on the due date), you will receive a 0 on the assignment.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or post accepted with no penalty after the assignment period closes.

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.

Faculty 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-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**. For our Q&A Board, feel free to assist other classmates if you know the answer to a question 😊

Communications

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

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.

Attendance, Participation, and Discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Wi-Fi and Online Access:**
Have access to reliable Wi-Fi and take responsibility for ensuring you can access online resources such as discussion boards, video/audio materials and quizzes. You have access to course expectations and deadlines in advance, and the Carmen team and I are available to help with technical issues PRIOR to due dates. Assignments will not be accepted late regardless of problems with Wi-Fi access and other technical difficulties. Refer to <https://teaching.resources.osu.edu/toolsets/carmencanvas> for answers to many Carmen problems or questions for the Carmen support team.
- **Carmen activity:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. I suggest logging in at least three times per week to make sure you are keeping up with announcements and course content. (During most weeks you will probably log in many times.)
- **Viewing lectures:**
Recorded lectures and supplemental lecture materials will be posted to the module one to two times per week. The complete listing for the week will be found in the weekly overview. More than one lecture may appear in the upload. The videos are short to provide the most optimal viewing experience and to increase attention and engagement. Watch a lecture, take a break, and come back to the next. The lectures should be viewed within 24 hours of posting to be sure you are up to date with the course materials.
- **Office hours:**
I am available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Course Q&A" discussion board. Office hours are held virtually and scheduled ahead (I will send you a link) via CarmenZoom.

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the [university's request process](#), managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Discussion and communication guidelines

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

- **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. I work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to support what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Discussion Guidelines:** A document outlining guidelines for successful participation in class discussions can be found in the Welcome Module for this course.

Other Course Policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu> As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*: <https://cstw.osu.edu/our-programs/writing-center>. Located at 4132 Smith Lab, the Writing Center is also available online, via email at cstw@osu.edu and by phone at 614-688-5865. You can schedule an appointment here: <https://cstw.osu.edu/make-writing-center-appointment>

- Online Drop-Off Appointment: writers can upload their writing along with a few questions or concerns they would like a consultant to address. Consultants will provide feedback within 24-48 hours.
- Online Live-Chat Appointment: writers can upload a document and chat live with a consultant.

Copyright Disclaimer

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.

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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held

religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State interim Title IX Coordinator, Melissa Mahan, at 614-247-5838 or titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library

research look more successful than it was.

- **Using generative artificial intelligence:** Generative artificial intelligence, such as Chat GPT should not be used to complete work in this course, unless explicitly stated in the assignment directions. While it may be useful for finding sources or gathering ideas, an assignment completed using generative AI does not adequately demonstrate your comprehension and application of the course materials. Use of generative AI outside of approved assignments is considered academic misconduct and will be reported to the Committee on Academic Misconduct.

Academic Misconduct

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 <https://trustees.osu.edu/bylaws-and-rules/code>

Mental Health Statement

PLEASE TAKE CARE OF YOURSELF

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life’s Counseling and Consultation Service (CCS)** by visiting <https://ccs.osu.edu/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on- call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the **Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org**

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 via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations.

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; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

DISCLAIMER

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

COURSE INFORMATION

Because COMM 2367 is a GE course, the School of Communication requires that all graduate teaching associates use a common syllabus, textbook, assignment descriptions, rubrics, and due dates. (Exams, quizzes, and participation points will vary by instructor.) Instructors are expected to be consistent and fair across all sections to ensure that all students are meeting course outcomes. If you have any concerns about the course - its structure, content, choice in advocacy and solution with the nonprofit organization, framework, etc. - you may contact the Course Supervisor, Katie Holmes, at holmes.718@osu.edu

WEEKLY SCHEDULE

*Schedule and due dates are tentative

Week	Date	Topic & Activity	Reading(s)	Assignment(s)
Week 1	5/6-5/9	Overview of course & assignments Introductions <i>The Concept of Persuasion</i>	Ch 1 (2-17)	Join a Group 5/7 Introduction Speech 5/9 Respond to Speeches 5/14
Week 2	5/10-5/16	<i>Writing: Myths and Expectations</i> APA Style introduction and practice	Ch 10 (206-211)	Citizenship Position Paper 5/16
Week 3	5/17-5/23	<i>Finding Good Sources; Evaluating and Working with Sources for Evidence to Build Credibility (ELOs1.1, 4.1, 4.2)</i>	Ch 11 (212-232) Ch 12 (236-255)	Annotated Bibliography 5/23
Week 4	5/24-5/30	<i>Attitudes and Beliefs: Conditioning Theories & Attitude Functions. Concepts from classical rhetoric. Evidence types and standard; Values. (ELO1.1)</i>	Ch 2 (18-33) Ch 3 (40-59)	Quiz #1 5/30
Week 5	5/31-6/6	<i>Source Factors: Creating Ethos & Liking; Message Factors: Evidence & reasoning to prove harm for citizens; Recognizing fallacious reasoning in arguments about citizen problems (ELO1.1; ELO3.2)</i> <i>Persuasion Theories: Social Judgment Theory; Consistency and Cognitive Dissonance Theory; How audiences perceive social problems as violations of justice or equity principles (ELO3.1; ELO4.1)</i>	Ch 4 (64-80) Ch 5 (88-108) Ch 6 (116-129) Ch7 (134-152)	

Week		Topic & Activity	Reading(s)	Assignment(s)
Week 6	6/7-6/13	<i>Presenting the Problem</i>	Clark Ch. 6	Problem Analysis Paper Draft 6/9 Peer Review 6/11 Final 6/13 Quiz #2 6/17
Week 7	6/14-6/20	<i>Persuasion Theory & Audience Assessment: A Reasoned Action Approach; Elaboration Likelihood Model; Applying RAA and ELM to understand how audiences likely perceive effective and just solutions (ELO3.1; ELO4.1)</i>	Ch 8 (158-177) Ch 9 (182-198)	
Week 8	6/21-6/27	<i>Audience-Centered Presentations; Advocacy and Facilitating Action (ELO3.2) and Survey Design</i> <i>Defending your Solution</i>	Ch 13 (260-279) Clark Ch 7	Audience Analysis Discussion: Initial post 6/25 Response posts 6/27 Quiz #3 6/27
Week 9	6/28-7/4 University closed 7/4	<i>Strategies to benefit and motivate the audience to act. (ELO3.2)</i>	Ch 14 (284-314)	Advocacy and Solution Paper Draft 6/30 Peer Review 7/2 Final 7/7*
Week 10	7/5-7/11	<i>Strategies to benefit and motivate the audience to act. (ELO3.2) Integrating Theory & Strategies for Social change (ELO 3.1)</i>	Ch 15 (318-340)	Problem, Solution, and Barriers Chart 7/11
Week 11	7/12-7/18	<i>Listening and Critiquing Speeches; Practicing and Delivering Public Speeches (ELO3.2)</i> <i>Presenting your Problem</i> Citizenship Skills: Persuasive Speech (ELOs3.2, 4.2)	Ch 16 (344-362)	Quiz #4 7/16 Persuasive Speech 7/18

Week 12	7/19-7/25	Persuasive Speech Viewing and Response (<i>ELOs3.2, 4.2</i>)		Persuasive Speech Response Posts 7/25 Reflection Paper 7/25
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