

SYLLABUS: COMM 3628

Contemporary Persuasion Theory

Spring 2026

3 credit hours, online distance-learning (DL) course

COURSE OVERVIEW

Instructor

Emily Davidson, Ph.D.

- Email address: davidson.536@osu.edu
- Virtual office hours: Tuesday 12 – 2 pm. or by appointment
- Zoom link for office hours (also available in Canvas):
<https://osu.zoom.us/j/99596002267?pwd=nNXAI3Kz0QZWaHlhYBn6gAbBI3QHvd.1>

Course description

This class is designed to introduce students to the central conceptual, theoretical, and applied issues in the study of persuasion. In particular, students will gain familiarity with 1) major classic and contemporary theories of persuasion; 2) key terms used by social influence researchers and practitioners, 3) common heuristics, or simple decision rules, that guide the decision-making process, and 4) ethical implications associated with persuasive attempts.

Students should complete the class not only with a strong understanding of persuasion theory but also with the ability to recognize persuasive appeals, to understand the underlying mechanisms through which they operate, and to construct effective persuasive messages for both interpersonal and mass media contexts.

Course learning outcomes

1. You will learn to demonstrate an understanding of the theories of persuasion.
2. You will learn about and apply ethical principles of persuasive messages.
3. You will demonstrate an understanding of persuasive messages and be able to explain why they work or fail using persuasion research and theory.

HOW THIS ONLINE COURSE WORKS

Mode of delivery

This course will be delivered 100% online using an asynchronous distance learning mode. Course content will take the form of required readings, asynchronous lectures and videos, weekly asynchronous small group interactions with other students and online assignments.

Pace of online activities

Each week, students will go to the modules tab on the Carmen course website to begin. Each week will have its own module wherein all required content and assignments for that week can be found. The “start here” section of the weekly module will begin with an introduction video from the professor explaining what the topic of the week is and what to expect. From there, students will find a roadmap explaining all the requirements of the week and can click through to complete everything needed for that week in one place.

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 a 100% distance-education course, your attendance is based on your online activity and participation. We do not have any in-person lectures or exams as the course can be done completely online. Recorded lectures will be uploaded to Carmen each week by Monday. The lectures should be viewed within the week that they are posted to be sure you are up to date with the course materials.

The following is a summary of everyone's expected participation:

- **Viewing lectures and other posted videos:**

These can be found on Carmen within the weekly modules. In some cases, you will find a link within the Carmen module that will take you to another site to view a video. More than one lecture video may appear in the upload.

Based on student feedback, an informed background on educational design, and prior student success based on this model, recorded lectures are “full-length” lectures. That means a video may be 30-55 minutes long. I recognize this is not necessarily typical of online courses – having taught this class multiple times, it is how I see students succeed and receive positive feedback on their contents.

Per the Code of Conduct, you may not share recorded lectures. This is a copyright violation.

- **Complete weekly assignments**

As noted above, assignments will include weekly content quizzes, and bi- weekly group interaction. The details, expectations, and due dates for each assignment will be found in the weekly module on Carmen.

- **Complete course readings**

Required readings are listed on the syllabus a well as within each weekly module on Carmen. These readings include chapters from your textbook as well as additional articles posted online.

*I chose to make the Frymier & Nadler book optional with the caveat that anyone who does not read the book will watch the lectures in full. Failure to read or engage with the lectures will result in poor quality student work.

COURSE MATERIALS

Textbooks Required (chapters available on Canvas)

Cialdini, R. B. (2009). *Influence: Science and practice* (5th Edition). Boston, MA: Pearson/Allyn & Bacon.

Additional required readings are posted on Carmen.

Recommended

Frymier, A. B., & Nadler, M. K. (2017). *Persuasion: Integrating theory, research, and practice*. 4th Edition. Dubuque, IA: Kendall Hunt.

See “Complete Course Readings” above.

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 eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Additional technologies

CarmenCanvas access

CarmenCanvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access CarmenCanvas, visit osu.instructure.com. Log in to CarmenCanvas using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu. Help guides on the use of CarmenCanvas can be found at the [Teaching & Learning Resource Center](#).

This online course requires use of CarmenCanvas and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas 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.
- 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](#) 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.

Carmen Zoom

Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room. Here is the link to the [Carmen Zoom](#) help guide

GRADES

How your grade is calculated

Following are the percentages for each assignment category. There will NOT be opportunities for any student to re-take exams, re-complete assignments, or complete additional work in order to raise their grade outside what is laid out in this syllabus. **Providing extra assignments for one student or “bumping up” a grade for one student invalidates the standards applied to the class and is unfair to every student.** For this reason, please do not ask me to reconsider your grade when the semester is over unless there has been an error in how it was calculated.

ASSIGNMENTS	PERCENTAGE
Exam 1	14%
Exam 2	14%
Group interaction assignments	18%
Weekly content quizzes	18%
Final project checkpoints	7%
Final project	29%

See course schedule below for due dates.

Grading scale

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60-62%
C+	77%-79%	E	<60%

Please note: CarmenCanvas, 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.

Extra credit

Students may earn up to **five points** of extra credit by participating in the School of Communication's Communication Research Experience Program (C-REP). One hour of research participation is equal to one point of extra credit. A non-research participation alternative is also available if you do not wish to participate in studies or are ineligible to participate in a research study.

The C-REP Student Guide will be posted on Carmen as soon as it is available, and it has more details about research participation. If you want to obtain an alternate assignment or need to unlock your C-REP account, you will need to contact the C-REP coordinator, whose information is available in the guide.

Students may also earn up to **one point** of extra credit by completing student evaluations of instruction.

Additional extra credit opportunities may be announced via Carmen throughout the term.

Challenging a Grade

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.

ASSIGNMENT OVERVIEW

Descriptions of major course assignments

Readings

All readings are provided on CarmenCanvas as chapter PDFs. The lectures in this course will supplement the readings assigned, rather than repeating the content. That means that content in the chapter will expand your understanding of course concepts, theories, and the purpose of persuasive research. Reading the assigned text in conjunction with watching the lectures will help you to do well on weekly content quizzes and the exams.

Group Interaction Assignments

In this course, you have been randomly assigned to a smaller learning group (10 – 14 people) with whom you will have an opportunity to interact via the course discussion board set up for your group. Five times over the semester you will have specific instructions within the module for how you can discuss that week's content with your group members. These assignments may include a series of prompts to respond to, an asynchronous debate, or an opportunity to share an example of a case study or sample real-world persuasion example you've found that relates to course concepts. In each case, you'll be expected to post your responses and interact with those of several of your classmates in order to complete these five assignments

Content Quizzes

Each week you will be asked to complete a brief quiz to help you assess what you've learned from the weekly lecture videos and readings and assist you in preparing for exams. These assignments are due each week and due dates are posted on the syllabus and Carmen.

Exams

There will be two exams based on material covered in class and in the assigned readings. The exams are not cumulative. Both lecture material and reading assignments will be tested. Exams will be composed of multiple-choice questions.

Final project

You will create a print public service announcement (PSA) concerning a social issue connected with a real-life non-profit organization. The PSA design must be informed by theories and/or persuasion principles we learn in the course. The final project consists of the following:

- A PSA
- A presentation in which you explain the design choices in the PSA. You will also answer questions about the PSA design.
- Final project checkmark assignments to benchmark when aspects of

the project should be completed for appropriate project pacing

Late assignment policy

Assignments & Deadlines

Each assignment is due on the designated date. Late assignments are marked down 10% per day *including weekends*. If, however, you have an emergency or illness that precludes you from meeting a deadline, please let us know that right away. Provided that the emergency is brought to my attention within 24 hours of the deadline and can be documented, late penalties may be waived.

Technology issues

It is your responsibility to have consistent access to a reliable Internet connection and all required software noted above. You should build in extra time to resolve technical problems so that you are able to do that while still meeting deadlines. For assistance with tech issues, please contact OCIO (details provided below in section on technology).

Deadlines will **not** be extended for technological problems. Technical failure does not constitute an excuse for submitting work late.

Technical problems which are documented by the University's Office of the Chief Information Officer (https://osuitsm.service-now.com/selfservice/system_status) will be permitted as these are outside of your control. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will an accommodation be made. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements.

Exams

All exams are to be taken online on the designated exam dates. The exam may be taken at an alternative time when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make-up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for makeup are made within 24 hours of the missed exam. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the exam.

COURSE COMMUNICATION EXPECTATIONS

Student communication

These are the following expectations I have for students regarding course communication.

Students will...

- **Regularly check email and CarmenCanvas for course information**

I will use the announcement feature of CarmenCanvas to communicate with the class as a whole. Please check our course page and read your email regularly (at least 3 times per week) because you are responsible for this information, just as you are responsible for information in class.

I also strongly recommend that you turn on CarmenCanvas notifications for instructor announcements so that you also get an email indicating that I have sent communications.

- **Email the instructor with appropriate questions**

For private questions, or those that are very specific to your individual situation, you can email me (contact info above). I will respond to emails within 24 hours on weekdays (longer on weekends). Please do not email with questions that can be answered by reviewing the syllabus or other official course documents.

***It is not feasible for me to help you with technical problems. University Tech support can help you (614-688-HELP).**

- **Attend office hours as needed**

For more in-depth questions, please use office hours. This is the appropriate way to review exams, ask questions about assignments, grading, or more involved questions about course content you may not understand. Office hours are digital via Carmen Zoom at the times indicated on page 1 of this syllabus (or by appointment).

Faculty communication

Just as there are expectations for you to read and respond to my communications, I am also responsible for responding to you.

I am providing the following list to give you an idea of my intended availability throughout the course:

- **Provide grading and feedback in a timely manner**

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

- **Regularly check and respond to email**

I will reply to emails within 24 hours on days when class is in session at the university.

- **Reliably hold office hours**

Information on office hours is at the beginning of this syllabus. will give students

as much notice as possible if office hours need to be temporarily rescheduled.

I am also flexible to your schedule if office hours are not convenient for you.

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.

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

OTHER COURSE POLICIES

Religious holidays

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Academic integrity policy

Policies for this 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.

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 <http://studentlife.osu.edu/csc/>

Generative AI (e.g., ChatGPT)

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

This course's policy:

This course is designed to help you establish, develop, and strengthen your research and persuasive presentation skills. This can mean starting at an uncomfortable skill level with a goal to improve from that baseline using persuasive strategies, strong arguments, and well-supported claims. The research process should be driven by curiosity and should be taken on independently using the library and online search engines. **The writing and presentation design process should be a form of critical thinking and self-expression. You may not make use of ChatGPT or other AI composition software.** “If writing is thinking, as I repeat to my students multiple times a semester, then offloading any part of that thinking to a machine is anathema to the process” (Nudell, 2024, para. 3).

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

Intellectual Diversity Statement: Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. 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.

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 [CCS' On-Demand Services website](#). 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 the [988 Suicide & Crisis Lifeline](#). The [Ohio State Wellness app](#) is also a great resource.

COVID-19 and Illness Policies

If you are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials are available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

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.

- It is very important that we maintain a supportive learning community that can both encourage disagreement and feel safe for everyone involved. Use a respectful tone with your classmates, the C-REP coordinator, and the instructor in class, online, and in email communications. Rude or impatient communications are generally not appreciated in professional environments, so consider your words as if you were a professional.
- I will not tolerate racist, sexist, homophobic, transphobic, ableist, or xenophobic language in our class, neither online nor in person.

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.

COURSE SCHEDULE

For each week, you should review the weekly “module” on Carmen. Within that module, you will find all of the videos, articles, and assignment details needed to complete that week’s assignments. Weekly modules are released by 9:00am on Mondays.

Week	Week Start Date	Topic	Readings	What's due?
				<i>All assignments are due by Sunday night at 11:59pm unless otherwise stated</i>
Week 1	1/12	Introduction: Course overview & Syllabus Class introductions What is persuasion?	The syllabus Frymier & Nadler Chapter 1	Week 1 Interactive assignment Initial post due Friday 1/16 Responses due Sunday 1/18
Week 2	1/20 <i>Monday – Martin Luther King, Jr. Day</i>	The role of theory in persuasion Early rhetorical theory: ethos, logos, pathos	Frymier & Nadler Chapter 4	Weeks 1 & 2 Content quiz due 1/25
Week 3	1/26	Persuasion and the audience: Understanding Attitudes & Behavior Theory of Reasoned Action (TRA); Theory of Planned Behavior (TPB)	Frymier & Nadler Chapter 2 Frymier & Nadler Chapter 8	Week 3 Interactive assignment Initial post due Fri. 1/30 Responses due Sun. 2/1 Week 3 Content quiz due 2/1
Week 4	2/2	Cognitive consistency Psychological reactance	Frymier & Nadler Chapter 6	Week 4 Content quiz due 2/8

Week 5	2/9	Source Factors Message Factors (EPPM; Inoculation; Persuasion & Language)	Frymier & Nadler Chapter 10 Frymier & Nadler Chapter 11	Week 5 Interactive assignment Initial post due Fri. 2/13 Responses due Sun. 2/15 Week 5 Content quiz due 2/15
Week 6	2/16	Receiver & Context Factors Social judgment theory	Frymier & Nadler Chapter 13 Frymier & Nadler Chapter 5	Week 6 Content quiz due 2/22
Week 7	2/23	Review & Exam 1	Study notes, videos, and readings to prepare for exam	EXAM 1: FRIDAY 2/27 <i>You must take the exam between 12:00 am and 11:59 pm on Friday 2/27</i>
Week 8	3/2	Skill: Persuasion in presentations Start of final project		Final project checkmark #1 due 3/8

Week 9	3/9	Skill: Audience analysis Dual Processing Theories	Frymier & Nadler Chapter 9	Week 9 Interactive assignment Initial post due Fri. 3/13 Responses due Sun. 3/15 Week 9 Content quiz due 3/15
Week 10	3/16	SPRING BREAK		
Week 11	3/23	Introduction to “weapons of influence” Reciprocity	Cialdini Chapter 1 Cialdini Chapter 2	Week 11 Content quiz due Sun. 3/29 Final project checkmark #2 due Sun. 3/29

Week 12	3/30 Easter weekend (Good Friday thru Easter Sunday)	Commitment & Consistency Social Proof	Cialdini Chapter 3 Cialdini Chapter 4	Week 12 Interactive assignment Initial post due THURS. 4/2 Responses due MON. 4/6 Week 12 Content quiz due MON. 4/6 Final project checkmark #3 due TUES 4/7
Week 13	4/6	Liking Authority	Cialdini Chapter 5 Cialdini Chapter 6	Week 13 Content quiz due Sun. 4/12 Final project checkmark #4 due 4/12
Week 14	4/13	Scarcity Persuasion Ethics	Cialdini Chapter 7 Frymier & Nadler Chapter 14	Week 14 Content quiz due Sun. 4/19
Week 15	4/20	Final project preparation	Work on final project	Final Project posted and design uploaded 4/26
Week 16	4/27	View final project presentations Review for Exam 2	Study notes, videos, and readings to prepare for exam	Responses to final presentations due 5/3 Exam 2: 5/1 <i>You must take the exam between 12:00 am and 11:59 pm on Friday 5/1</i>