

Spring 2026

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Meeting place and time: Tuesdays and Thursdays, 2:20-3:40, 3136 Derby Hall

**COURSE DESCRIPTION:** *How can our ideas stimulate other people to adopt them? How can our ideas become sticky? It seems like we have arrived at a time when persuasion seems impossible, because so many people have different values, and different beliefs about the facts. The primary aim of Communication 2367H is to increase your understanding of persuasive communication and your ability to create effective written and oral persuasive messages. This course covers theories of persuasion, attitude change, and message design, all of which can be used to develop your persuasive skills for writing and oral purposes. In particular, we will focus on the message strategies that have proven effective in accomplishing various influence tasks, such as securing one's credibility, producing convincing arguments, developing common ground, advocating change, and mobilizing commitment. Communication 2367H is an advanced writing course under the Citizenship theme in the General Education curriculum.*

**GENERAL COURSE OBJECTIVES**

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

*In this course we will work on identifying your bottlenecks, or the specific difficulties we have when try to influence others. We will work to define these bottlenecks precisely and then learn how to deal with them. In-class exercises will be opportunities to learn how to negotiate these bottlenecks which should help us write more effective persuasive essays and give more effective persuasive speeches.*

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

**Goals & ELOs.** This course will satisfy the following GE Course Outcomes through assigned readings, group discussions, individual research and writing activities, and two oral presentations. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively, and to analyze and build effective persuasive arguments.

**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.

**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.

**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.

**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.

***Legacy ELOs that will also be fulfilled:***

***Expected Learning Outcomes:***

1. *Students apply basic skills in expository writing.*
2. *Students demonstrate critical thinking through written and oral expression.*
3. *Students retrieve and use written information analytically and effectively.*

***Second Writing Course Expected Learning Outcomes:***

1. *Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.*
2. *Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.*
3. *Students access and use information critically and analytically.*

## **GE COURSE OUTCOMES**

Communication 2367 has been a GE second level writing course categorized under 1A: Writing and Related Skills and a current Citizenship Theme course.

### **Writing and Related Skills**

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

Sigler, K. (2017). (Compiler). *Persuasive communication*. Kendall Hunt. 1<sup>st</sup> or 2<sup>nd</sup> edition.

Additional readings are available on Carmen, listed at the end of the syllabus, and listed on the schedule. To help you master the reading material:

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

### We'll cover this Model of Influence Tasks and Message Strategies

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

**Influence Task #2:** Creating consensus by discussing exigencies, needs, desires.

**Influence Task #3:** Creating believable messages with argument and narrative.

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

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

**Influence Task #6:** Facilitating behavioral commitment.

## ASSIGNMENTS

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

**EXAMINATIONS:** There are two examinations in this class. Each exam is made up of multiple choice, true/false, and short answer/essay questions on the material covered prior to the exam. Each examination will be administered in-person. Please bring a #2 pencil on the day of each examination. To help you prepare for these exams, I will provide study guide questions ahead of each exam and also hold a live review session with a summary powerpoint prior to each exam.

**WRITTEN ASSIGNMENTS:** There are several graded written assignments that are integrated components of a term-long project. A brief description of the papers is provided here for your convenience, but much more will be said about each of these assignments when they are distributed in class.

The *Term Topic Assignment* has you present three persuasive speech topics. If all goes as planned, one of these three topics will form the topic of your speeches and essays. The topic must have a diversity of attitudes among the audience you would like to persuade. *This first assignment will be ungraded.*

The *Project Annotated Bibliography* asks you to analyze how five of your sources will help you build valid arguments.

The *Attitude Appeals Analysis Paper* asks you to analyze two online influencer messages or online advertisements for the effectiveness of two different attitude change theories used in the ads.

The *Problem Consensus Essay* asks you produce an argumentative and persuasive analysis of the problem/need you intend to address in your first *persuasive speech* and the beliefs that may prevent your audience from holding your perspective about the problem.

Part of the problem analysis essay will be to develop and administer an attitude survey to the class on your topic. The *Survey Research exercise* will enable you to develop questions to ask your classmates about their beliefs and attitudes about your topic.

The *Advocacy Essay* asks you produce a persuasive essay that defends a policy proposal and facilitates behavioral commitment in your audience, which you will present in an *advocacy speech*.

The *Reflection Essay* asks you to analyze how you might improve your persuasive skills in the future. You will have an opportunity to revise each of these written assignments during the term. All students who have difficulty writing are also encouraged to contact the **OSU Writing Center** for help.

**SPEECHES:** Each student is required to give two graded persuasive speeches and one ungraded introductory speech. These speeches will provide you with opportunities to deliver effective persuasive messages using all the knowledge you have gained about persuasion and your topic from reading, class, and the written assignments. Details of these two oral assignments will be supplied separately. Students are also asked to participate in question-answer sessions of the speeches that will occur during the term.

**IN-CLASS/Homework EXERCISES:** There will be several group exercises in class and one homework assignment designed to help you master the lecture and reading material. For instance, group exercises will be used to learn how to apply Fishbein's information integration model of attitude change, conditioning theories, and social judgment theory; group exercises will also be used to analyze strategies for proving the severity of the problem, establishing credibility, advocating change, evaluating arguments, and assessing ways to make messages more impressive.

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

Assignment Weights			
Exam #1	110 pts	A	93% – 100%
Exam #2	100 pts	A–	90% – 92%
Bibliography	40 pts	B+	87% – 89%
Ad Analyses	120 pts	B	83% – 86%
Paper 3	100 pts	B–	80% – 82%
Paper 4	100 pts	C+	77% – 79%
Paper 5	30 pts	C	73% – 76%
Speech #1	100 pts	C–	70% – 72%
Speech #2	100 pts	D+	67% – 69%
Participation, In-class exercises, attendance	90 pts	D	60% – 66%
		E	Less than 60%
Peer Review	20 pts		
Audience survey	30 pts		
	940 pts		

#### **Attendance**

Students should not attend class if they are feeling ill. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. You should advise me via email as soon as you are safely able to do so. Excessive attendance without documentation (>4) may affect your participation grade.

## COURSE POLICIES AND EXPECTATIONS

### Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor lecture-discussion and in-class activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

### Student participation requirements.

Students are expected to:

Attend lectures and actively participate in discussions and activities

Keep up with readings and assignments posted on Carmen.

I am available to help you to learn, understand, and grow as individuals. Office hours are either in-person or via Carmen Zoom. Typically, I am in my office after class and welcome you to stop by.

### Discussion and communication guidelines

Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, (2) participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, doing work for other classes, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

**Attendance:** Attendance is expected at all class sessions and will be taken; beyond four absences is the point that a student's grade may be affected.

**Late Assignments:** Unless otherwise noted, assignments must be submitted as indicated below (see Written Assignments) *no later than 11:59 p.m.* on the assigned due date.

**Written Assignments:** In-class assignments may be handwritten, but all other work must be typed and must conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). We will discuss APA style in detail in class. Unless otherwise noted, assignments should be uploaded to Carmen *no later than 11:59 p.m.* on the assigned due date. Assignments that are overdue will be reduced grade-wise by 10% (1 day late), 20% (2 days late), or receive no credit (3 or more days late).

**Communication:** I will post class updates, extra credit opportunities, and/or additional materials on the front page of our Carmen website. 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.

**Punctuality:** Class begins on time every day to guarantee that all scheduled discussions and activities are completed, particularly on days when your fellow students are speaking or

presenting. You are expected to be punctual. If you are late for class, please do not enter the classroom while another student is speaking or presenting. Please wait outside until there is a break between speeches or presentations.

6

**Extra Credit:** You will have opportunities during the semester to earn extra credit by participating in research studies.

**Technology Policy:** Please be silence your phones before the start of class.

## 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 at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- 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 setup a name.# and password, visit [my.osu.edu](https://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](#)
- Carmen Zoom:
  - **Office hours** will be held IN-PERSON 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.

## Necessary software

- You will need a 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://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## Academic integrity policy

### 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/>

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules or program regulations.
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor.
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

#### **Writing and Academic Integrity**

*Written and oral assignments:* Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, is still plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in.

*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.

**Writing Center:** All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865.

## ACCESSIBILITY 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](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.**

### Additional Readings

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

Selected chapters on Carmen.

O'Keefe, D.J. (2002). *Persuasion theory & research*, 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage Publications.

Chapter 3. Belief-Based models of attitude.

Perloff, R. M., (1993). *The dynamics of persuasion*. Hillsdale, NJ: Lawrence

Erlbaum. Chapter 3, pp. 57-77.

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

### Speech Preparation:

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

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

## 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>

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.

**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 Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

**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. 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 [ccs.osu.edu](http://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)

**Disclaimers**

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.

There may be updates or changes to the following schedule in order to make the class a better experience for everyone. There also may be one or two sessions that will not be in-person that are not indicated on the schedule. Any changes will be posted to Carmen and announced in class.

## Schedule

10

WEEK	DATE	TOPIC	READING(S)	WHAT'S DUE
1	T 1/13	Introductions/Course Overview		
	Th 1/15	The Concept of Persuasion; Persuasive Writing; Attitudes; Classical rhetoric	Ch. 1, 10; Clark, Ch. 1	
		<b>I. Theories of Attitude Change</b>		
2	T 1/20	Classical Rhetoric, Conditioning & Modeling Approaches, Ethos	Chaps. 2, 3, 11	
	Th 1/22	Social Judgment Theory, Functional Theory : <b>Asynchronous; online lecture</b>	Ch. 6; Ch. 2, Functions section	Term Topic Paper
3	T 1/27	Belief-based Model of Persuasion	Ch. 2; O'Keefe rd.	
	Th 1/29	Cognitive Dissonance Theory/Elaboration Likelihood Model	Chaps. 7, 9	Ad Analysis Essays (Sun.)
4	T 2/3	Elaboration Likelihood Model/Ethos/Review	Ch. 9	
	Th 2/5	<b>Examination #1</b>		<b>Exam #1</b>
		<b>II. Influence Task Model</b>		
5	T 2/10	Analyzing Audiences/Researching your Topic; <b>Influence Task: Gaining Consensus on the Problem</b>	Chaps. 11, 12	
	Th 2/12	<b>Influence Task #2: Gaining Consensus on Problem</b> Audience analysis task	Clark, Ch. 6	Bibliography (2.14)
6	T 2/17	<b>Influence Task #1: Securing Credibility, Trust, Liking/Influence Task #3 Argument</b>	Ch. 4; Warnick & Inch, Evidence	Audience Analyses
	Th 2/19	<b>Influence Task #3: Creating Message Believability: Argument and Narrative</b>	Inch & Warnick	Problem essay drafting
7	T 2/24	Argument/ <b>Influence Task #4: Developing Impressive Messages</b>	Clark, Ch. 4; Perloff on language, Ch. 13	
	Th 2/26	<b>Impressive Messages, Value argument, Delivery</b>		Problem Essay (2/28)
8	T 3/3	Speech #1: Gaining Awareness about a Problem		Speeches
	Th 3/5	Speeches #2		Speeches
9	T 3/10 Th 3/12	Speeches, Speeches		Speeches
10	3/16-3/20	<b>SPRING BREAK</b>		
11	T 3/24	Reasoned Action Model/ <b>Influence Task #5/Advocacy</b>	Ch. 8; Clark, Ch. 7	
	Th 3/26	<b>Influence Task #5, #6: Advocacy, Mobilizing Commitment</b>	Ch. 5	
12	T 3/31	Influence Task Model, Dialogue, Review for Ex#2	Ch. 5; posted rdng.	
	Th 4/2	No class: Communication conference		
13	T 4/7	Office Hours for essay consultations		Advocacy Essay due (4/6)
	Th 4/9	<b>Examination #2</b>		Exam #2
14	T 4/14	Speech #2: Advocating & Mobilizing Change		Speeches
	Th 4/16	Advocacy Speeches		Speeches
15	T 4/21	Advocacy Speeches		Speeches
	Th 4/23	Advocacy Speeches		Speeches
	Th 4/30	Reflection Essay due by 11:59 pm.		Speeches

