

**COMM 2367: PERSUASIVE COMMUNICATION
SPRING 2020, HYBRID ON TUESDAYS**

INSTRUCTOR: KRISTIE SIGLER

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OFFICE HOURS: TUES. 9AM—10AM // WED. 10AM—1PM // OR BY APPOINTMENT

PREREQUISITES

English 110, 111, or equivalent, and sophomore standing. This course fulfills the GEC Second Course in Writing requirement *for non-communication majors* and fulfills a major requirement *for communication majors*. (If you are admitted to the School of Communication as a major, or plan to be, you will have to take another course to fulfill the GEC Second Course in Writing requirement.)

COURSE DESCRIPTION

This course is designed to increase your understanding of persuasive communication, or messages intended to influence people's attitudes and behaviors. As a second-level writing course, it is also designed to improve your writing, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

GE COURSE OUTCOMES

Communication 2367 is a GE second level writing course categorized under 1A: Writing and Related Skills. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

Writing and Related Skills

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

Expected Learning Outcomes:

1. Students apply basic skills in expository writing.
COMM 2367 fulfills this GE requirement by presenting opportunities for students to research, explain, and inform an audience through written assignments as part of the process of persuasion.
2. Students demonstrate critical thinking through written and oral expression.
COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.
3. Students retrieve and use written information analytically and effectively.
COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students learn to select and analyze information to build effective persuasive arguments.

Second Writing Course Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively. (ELO1)
 COMM 2367 fulfills this requirement by scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. They will demonstrate an ability to read carefully and express sophisticated ideas clearly through written persuasive communication, discussion, and critical analysis.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline. (ELO2)
 COMM 2367 fulfills this requirement by providing opportunities for students to use communication skills to write and present persuasive arguments. Students will also understand the conventions of academic discourse to express original ideas in a persuasive paper and both an informative and a persuasive speech.
3. Students access and use information critically and analytically. (ELO3)
 COMM 2367 fulfills this requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students will use highly credible and relevant sources to analyze and build effective persuasive arguments.

COURSE OBJECTIVES

Students who complete this course will also:

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

REQUIRED TEXT

Sigler, K. (Ed.). (2017). *Persuasive communication*. Dubuque, IA: Kendall Hunt Publishing Company.

*For a hard copy or e-book: <https://he.kendallhunt.com/osupersuasivecomm>

RECOMMENDED READINGS

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

COURSE REQUIREMENTS

The overall design of the course centers on mock town hall meetings that will take place at the end of the semester. With the exception of the exams, quizzes, reflection paper, and participation, all course assignments are integrated and culminate in a speech to be delivered at the mock town hall meeting. The goal of *each* town hall meeting is to:

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

A detailed description of each assignment is available on Carmen and will be discussed in class.

ASSIGNMENT OVERVIEW**Essays**

- *Annotated Bibliography Paper:* This assignment requires you to begin researching your problem. In this paper, you will develop your ability to access, evaluate, and use credible information by identifying and summarizing highly credible sources.
- *Problem Analysis Paper:* This persuasive essay requires you to explore the problem in your region. You will consider what it means to demonstrate the severity of a problem and create an exigence for change.
- *Audience Analysis Assignment*
 - *Part 1: Audience Survey:* Knowing your audience is essential to effective persuasive communication. This assignment will help you construct survey items to measure audience attitudes about your problem and recommended solution.
 - *Part 2: Audience Analysis Paper and Online Discussion:* In this essay, you will summarize, analyze, and apply information from the audience survey and textbook material to develop a persuasive message that will appeal to your audience. You will also participate in a group discussion to critically analyze the original ideas of your peers and improve the effectiveness of your own persuasive arguments.
- *Problem, Solution, and Barriers Paper:* You will have an opportunity to revise your Problem Paper based on previous feedback from your instructor and a peer. This assignment requires you to write a persuasive paper wherein you refine your problem arguments and advocate a solution. You also need to consider counterarguments and address these barriers to persuade your audience to enact your solution.
- *Reflection Paper:* In this paper, you will reflect on what you learned through the class readings and assignments to consider how your experience this semester might be personally, academically, and professionally applicable.

Quizzes/Exams

- *Quizzes:* Four quizzes will focus on assigned readings and may include short answer, multiple choice, true-false, and/or matching items.
- *Exams:* Each 25-question exam will cover required readings and may include multiple choice, true-false, and/or matching items. Exams will be online.

Speeches

- *Media and Persuasion Speech:* This 2-4 minute speech will develop your ability to make connections between textbook material and media you encounter daily.
- *Town Hall Meeting Speech:* In this culminating assignment, you will use the knowledge you have gained from the textbook, class discussions, and previous assignments to deliver a 5-6 minute persuasive speech at a mock town hall meeting.

Participation:

- *Town Hall Meeting Participation:* You will have an opportunity to actively participate in the mock town hall meeting by asking questions, engaging in discussion, and offering peer feedback on presentations.
- *Peer Review:* In this assignment, you will provide detailed feedback about another student's draft of the Problem, Solution, and Barriers Paper.

GRADING

Following are the point values for each assignment:

Assignment	Points	Grade	Percent	Points
Annotated Bibliography	30	A	93-100	418-450
Problem Analysis Paper	50	A-	90-92	405-417
Audience Survey	20	B+	87-89	392-404
Audience Analysis Paper and Online Discussion	40	B	83-86	374-391
Problem, Solution, and Barriers Paper	20	B-	80-82	360-373
Reflection Paper	20	C+	77-79	347-359
Quizzes	30	C	73-76	329-346
Exams	100	C-	70-72	315-328
Media and Persuasion Speech	20	D+	67-69	302-314
Town Hall Meeting Speech	80	D	60-66	270-301
Town Hall Meeting Participation	20	E	Less than 60	269 points or less
Peer Review	20			
TOTAL	450			

REQUIREMENTS AND EXPECTATIONS FOR A HYBRID CLASS

This class will be taught as a hybrid course. The format is different from a traditional course, so it requires different kinds of activities and work on your part as students and mine as the instructor.

A common misconception is that a hybrid course requires less time and work. To be successful in this course, you will need to put in at least as much effort, if not more.

Lectures, activities, videos, practice quizzes, and other material will be posted online. You will be expected to carefully complete the online portion of the class activities (readings, slides, videos, audios, online discussions, etc.). The success of our in-class sessions will depend on your mastery of the offline materials. In-class sessions will be interactive and primarily focused on application of textbook material to writing and group activities. You are required to view, listen to, and work along with all material that is posted online **before** coming to class.

COURSE POLICIES AND EXPECTATIONS

Attendance: Attendance is expected at all class sessions, but you may miss one class without penalty. Because our in-class sessions are interactive and focused on writing and group work, your attendance and participation are essential. For every class you miss beyond one, your grade will be lowered by 1/3 of your overall grade (e.g., B would become B-, C+ would become C, etc.). University approved absences are exempt from this policy (ex. religious holidays, university athletics, etc.). Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted *within one week* of the absence.

Documentation must be provided for any excused absence.

Missed or Late Exam: You are required to take the exam on the scheduled day and time (see schedule below). If you do not take the exam, you will receive 0 points for the exam. The exam may only be made up 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 make up 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. If you arrive after the first person has completed and/or left the exam, you will receive 0 points for the exam.

Proctorio: Proctorio is the online exam proctoring tool integrated into Carmen. Use of Proctorio **is required** for Exam 1 and Exam 2. If you are uncomfortable using Proctorio, you may schedule your exam at the testing center. Use of Proctorio for online quizzes is at the discretion of your instructor. Visit the Student Guide to Proctorio to get started before the exam:

<https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-proctorio-students>

Late Assignments: Unless otherwise noted, written assignments must be submitted as indicated below (see Written Assignments) *no later than 11:59 p.m.* on the assigned due date. Due to the nature of additional assignments (peer review, surveys, online discussion, quizzes, etc.) they **cannot** be turned in late. Written assignments may be accepted late but will receive a grade penalty based on the following:

Assignment submission date	Maximum grade (% of total possible points)
1 day late	90%
2 days late	80%
3 or more days late	No credit

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/>). Unless otherwise noted, assignments must be uploaded to Carmen *no later than 11:59 p.m.* on the assigned due date.

Communications: I will post class updates, extra credit opportunities, 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.

Classroom Civility: 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, including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, 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.

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, **do not enter the classroom while another student is speaking or presenting.** Please wait outside until there is a break between speeches or presentations. If you are excessively or perpetually late, or leave early, it will count toward your absences.

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.

Extra Credit: You will have opportunities during the semester to earn extra credit by participating in research studies. You may not earn more than 4 extra credit points. The only exception is for members of the winning group in the class; these individuals may not earn more than 8 extra credit points.

SCHOOL OF COMMUNICATION AND UNIVERSITY POLICIES

Academic Misconduct: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, 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 this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

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, this 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, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. 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.

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.

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, Kellie Brennan, at titleix@osu.edu

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: <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>

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. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement): 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 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, you may contact the Course Supervisor, Kristie Sigler, at sigler.35@osu.edu.

TENTATIVE DAILY SCHEDULE

*NOTE: Additional materials (readings, lectures, etc.) are in each week's module on Carmen. Unless otherwise noted, you are expected to complete them BEFORE class.

Week	Date	Topic and Activity	Reading(s) Due	Assignment(s) Due
Week 1	1/7	Overview of course and assignments; Introductions <i>The Concept of Persuasion</i>	Chapter 1	
Week 2	1/14	<i>Writing: Myths and Expectations; Finding Good Sources; Evaluating and Working with Sources</i>	Chapters 10, 11, 12	
Week 3	1/21	<i>Attitudes: Definition, Formation, & Measurement; Classical Rhetoric</i>	Chapters 2, 3	Annotated Bibliography Paper (1/24)
Week 4	1/28	<i>Source Factors; Message Factors</i>	Chapters 4, 5	
Week 5	2/4	Media and Persuasion Speeches; Exam		Media and Persuasion Speech (2/4) Exam (2/7)
Week 6	2/11	<i>Presenting the Problem</i> Writing Conferences & Peer Review	Clark Chapter 6	Problem Analysis Paper Draft (2/10) Problem Analysis Paper Peer Review (2/12) Problem Analysis Paper Final (2/14)
Week 7	2/18	<i>Social Judgment Theory; Consistency and Cognitive Dissonance Theory; Survey Design</i>	Chapter 6, 7	Survey Questions (2/18) Survey Draft (2/21)
Week 8	2/25	<i>A Reasoned Action Approach; Elaboration Likelihood Model</i>	Chapter 8, Chapter 9	Survey Distribution (2/22) Respond to Surveys (2/25)
Week 9	3/3	<i>Persuasive Speaking; Practicing and Delivering Public Speeches: Going Public; Defending the Proposal</i>	Chapter 13, 14, Clark Chapter 7	Audience Analysis Paper and Online Discussion (3/3 and 3/6)

Week	Date	Topic and Activity	Reading(s) Due	Assignment(s) Due
Week 10	3/10	SPRING BREAK		
Week 11	3/17	Media and Persuasion Speeches; Exam 2		Media and Persuasion Speeches (3/17) Exam (3/20)
Week 12	3/24	<i>Making Ideas Impressive;</i> <i>Listening and Critiquing Speeches</i> Group Conferences	Clark Chapter 4, Chapter 15	Problem, Solution, and Barriers Paper Draft (3/23) Problem, Solution, and Barriers Paper Peer Review (3/25) Problem, Solution, and Barriers Paper Final (3/27)
Week 13	3/31	Columbus I Town Hall Meeting* Columbus II Town Hall Meeting*		Town Hall Meeting Speech and Participation
Week 14	4/7	Ohio I Town Hall Meeting* Ohio II Town Hall Meeting*		Town Hall Meeting Speech and Participation
Week 15	4/14	Midwest Town Hall Meeting* United States Town Hall Meeting*		Town Hall Meeting Speech and Participation
Finals	4/22			Reflection Paper

***SUBJECT TO CHANGE BASED ON SCHEDULE/AVAILABILITY**

****DUE DATES ARE TYPICALLY ON TUESDAYS OR FRIDAYS, BUT ARE SUBJECT TO CHANGE**