

**COMMUNICATION 2367H:
PERSUASIVE COMMUNICATION**

Honors

Spring 2021

Dr. Susan L. Kline
Office: 3106 Derby Hall
Phone: 614-292-0464
Email: Kline.48@osu.edu
Office Hours: Tuesday 9:30-10:30 or by appt.
Kline.48@osu.edu (Discussions will use Zoom)

The course will be a Synchronous Online class

Online Meeting Time: T Th 11:10-12:30 pm

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 beliefs about the facts. Now we all need to know more about how persuasion works. The primary aim of Communication 2367H is to increase your understanding of persuasive communication and your ability to create effective persuasive messages. This course covers theories of persuasion, attitude change and message design that can be used to develop your persuasive skills. 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, advocating change, and mobilizing commitment. Communication 2367H is a Level Two General Education Course in Writing and Communication.

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 bottlenecks, the specific problems, or difficulties we have when we try to influence others. We'll 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 COURSE OUTCOMES

Communication 2367H 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.

GE Expected Learning Outcomes:

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

Students are provided a sequence of assignments to help them develop their 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)

Students have the opportunity to use communication skills to write and present persuasive arguments. Students will also understand the conventions of academic discourse to express original ideas in persuasive papers and speeches.

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

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.

REQUIRED TEXT

Sigler, K. (2017). (Compiler). *Persuasive communication*. Dubuque, IA: Kendall Hunt.

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

1. Lecture outlines 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

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 due.

EXAMINATIONS: There are two examinations in this class. Each exam is made up of multiple choice, true/false, short answer, and essay questions on the material covered prior to the exam.

WRITTEN ASSIGNMENTS: There are several graded written assignments in this class 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. *This first assignment will be ungraded.* The *Project Bibliography* asks you to summarize how your sources will help you build valid arguments. The *Attitude Change Paper* asks you to analyze two advertisements or digital persuasive messages for the effectiveness of the attitude change theories implicated in the ads or messages. The *Audience analysis assignment* asks you to develop a survey to learn about your audience's views on your topic. The *Problem Analysis Paper* asks you produce an argumentative analysis of the problem/need you intend to address in your first persuasive speech and the possible beliefs that may prevent your audience

from holding your viewpoint 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 *Advocacy Paper* asks you produce a persuasive essay that defends a policy proposition associated with your topic as you advocate change. The *Reflection Essay* asks you to analyze how you might use your persuasive skills in the future. You will have an opportunity to revise these written assignments during the term. All students who have difficulty writing are encouraged to contact the **OSU Writing Center** for help.

SPEECHES: Each student is required to give two graded persuasive speeches. These speeches represent your attempt to deliver an effective persuasive message using all the knowledge you gained from reading, class, and the written assignments. Details of these two assignments will be supplied separately.

IN-CLASS/Homework EXERCISES/ON-LINE DISCUSSION: There will be regular weekly exercises either in class, as on-line discussions, or as a homework assignment that will help you master the lecture and reading material. Each will be announced ahead of time; in-class exercises need to be completed in with your group in-class to be counted. The lowest grade of these will be dropped in the final compilation of grades. Participation will be based on attendance and engagement in these class activities.

Grading

Writing	Exams	Speeches	Participation
44%	23%	22%	11%

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

Assignment Weights

Exam #1	12%	A	93% – 100%
Exam #2	11%	A–	90% – 92%
Bibliography	5%	B+	87% – 89%
Ad Analysis Papers	10%	B	83% – 86%
Audience analysis	2%	B–	80% – 82%
Paper 3	12%	C+	77% – 79%
Paper 4	12%	C	73% – 76%
Paper 5	3%	C–	70% – 72%
Speech #1	11%	D+	67% – 69%
Speech #2	11%	D	60% – 66%
Participation, In-class exercises, Homework analyses, Attendance	11% 200 pts.	E	Less than 60%

COURSE POLICIES AND EXPECTATIONS

Participation: Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted *within one week* of the absence. Attendance will be taken at each class session.

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. Assignments may be accepted late but will receive a grade penalty based on the following:

Written Assignments: All 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 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 as announcements on Carmen. 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; and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and virtual 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.

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.

Attendance, participation, and discussions

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 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. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Faculty 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**.

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.
 - 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](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **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.
 - [Carmen Zoom](#) help guide
- **Proctorio:**
 - Proctorio, an online proctoring tool, will be used during this course to monitor exams. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available.**
 - Proctorio offers free [24/7 student support](#) through web chat or email.
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has

made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

- **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://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

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>

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 Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

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)

COVID-19 and Illness Policies

Student illness or absence

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 will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

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.

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/>

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.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.

Influence Tasks and Message Strategies Model

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

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*, 2nd Ed. Thousand Oaks, CA: Sage Publications.
Chapter 3. Belief-Based models of attitude. Recommended.

Perloff, R. M., (1993). *The dynamics of persuasion*. Hillsdale, NJ: Lawrence Erlbaum.
Excerpt on language use.

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

Speech Preparation:

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

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

Tentative Schedule

WEEK	DATE	TOPIC	READING(S)	WHAT'S DUE
1	T 1/12	Introductions/Course Overview		
	Th 1/14	The Concept of Persuasion; Persuasive Writing; Attitudes	Ch. 1, 10; Clark, Ch. 1	
		I. Theories of Attitude Change		
2	T 1/19	Classical Rhetoric/Associative, Conditioning & Modeling Approaches	Chs. 2, 3, 11	Term Topic Paper
	Th 1/21	Social Judgment Theory, Functional Theory	Ch. 6; Ch. 2, functions;	
3	T 1/26	Belief-based Model of Persuasion	Ch. 2; O'Keefe, Ch. 3	
	Th 1/28	Cognitive Dissonance Theory/Elaboration Likelihood Model	Chs. 7, 9	Ad Analysis Essays
4	T 2/2	Elaboration Likelihood Model/Review	Ch. 9	
	Th 2/4	Examination #1		Exam #1
		II. Influence Task Model		
5	T 2/9	No class		
	Th 2/11	Analyzing Audiences/ Influence Task #2: Gaining Consensus on Problem or Aims	Chs. 12,13	Bibliography Due
6	T 2/16	Influence Task #2: Gaining Consensus on Problems	Clark, Ch. 6 Larson/O'Haire	
	Th 2/18	Influence Task #1: Securing Credibility, Trust, Liking/Influence; Task #3: Argument	Ch. 4; Warnick & Inch, Evidence	Audience Analysis exercise completed
7	T 2/23	Influence Task #3: Creating Message Believability: Argument and Narrative	Inch & Warnick, Reasoning	Problem essay drafting
	Th 2/25	Argument/ Influence Task #4: Developing Impressive Messages	Clark, Ch. 4; Perloff on language	Problem Essay
8	T 3/2	Impressive Messages, Value argument, Delivery	Ch. 14; Warnick	
	Th 3/4	Speech #1: Gaining Awareness about a Problem		Speeches
9	T 3/9	Speeches		Speeches
	Th 3/11	Speeches		Speeches
10	T 3/16	Speeches		Speeches
	Th 3/18	Reasoned Action Model/ Influence Task #5: Advocacy	Ch. 8; Clark, Ch. 7	
11	T 3/23	Influence Task #5: Advocacy	Ch. 5	
	Th 3/25	Influence Task #6: Mobilizing Commitment	Ch. 5	
12	T 3/30	Advocacy arguments; dialogue; value argument/Review		
	Th 4/1	No formal class; writing lab and open office hrs.		4.2 Advocacy Essay
13	T 4/6	Examination #2		Exam #2
	Th 4/8	Speech #2: Advocating Change		Speeches
13	T 4/13	Speeches		Speeches
	Th 4/15	Speeches		Speeches
14	T 4/20	Speeches/Ending		Speeches
				Reflection Essay

There may be updates or changes in order to make the class a better experience for everyone. Any changes will be posted to Carmen and announced in class. Weekly in-class, discussion board and/or home assignments are not indicated on the schedule.