



## Communication Fundamentals

Course Code: COM 210  
Credit Hours: 3 credits  
Semester and Year: J-Term Winter 2024  
Course Delivery Mode: On-line

### Welcome

Welcome to Persuasion: The Rhetoric of Influence. Here is where reality meets the textbook. I am glad we will work together and explore persuasion in our lives: how to use it, when, and most importantly, to abide by ethical protocol. As we investigate persuasive techniques, we practice what we learn daily and apply these techniques as we examine texts, explore movements, and engage in selling ourselves through a well-written resume. In week one, we examine and apply persuasive theories and techniques to social, health, and political movements, marketing campaigns, and music and then present our findings to our classmates. In week two, we will work on our persuasive messages. This is our midterm. First, we find a job listing or internship in our field of interest. Next, we craft a LinkedIn profile and job application cover letter and design our resume to focus on our strengths and talent. Finally, students are randomly paired, participate in mock interviews, and write a thank you letter. Students are assessed based on persuasive techniques, attention to detail, and professionalism. Our final week finds us with a partner applying our new-found knowledge to develop a non-profit organization that addresses a societal need. Students will present these to a panel of "investors."

In this course, all learners are welcome regardless of race, ethnicity, gender identity, gender expression, sexual orientation, socio-economic status, age, disabilities or abilities, religion, regional background, veteran status, citizenship status, nationality, and other diverse identities we bring to class. I am committed to the principle of inclusive learning. Inclusive learning means that our learning environment is as inclusive as possible. Active, thoughtful, and respectful participation in all aspects of the course is expected and will make our time together as productive and engaging as possible. If you have a documented disability and need accommodations to support your success in this course, please come forward to speak with me privately about your needs.

## Instructor Contact Information

Instructor Name:	Joyce L'Heureux
Email	jlheuerux@uri.edu
Office:	Via Appointment (see below); Face-to-face or Zoom
Cell Phone:	401-996-0052 (Please text before calling to support effective and uninterrupted communication)
Office Hours:	By appointment: <a href="#">Book an Appointment Here</a>
Zoom Link	Use this link for office hours: <a href="#">Zoom Meeting</a>

## Contact Policy

Please get in touch with me through the Ask a Question Discussion for any course questions. I may take up to 24 hours to respond. If you have a personal issue that you would like to discuss, please email me with the course name and section number in the heading. I will reply as soon as possible, but within 24 hours. I also offer office hours throughout the week. Regularly scheduled office hours are open to all students. During general office hours, we can discuss course content assignments, help you prep for an exam, or work collaboratively with your group on assignments. If you have an individual concern or want to discuss your grades, please set up a private appointment to avoid interruptions.

## Course Description

This course examines fundamental concepts related to persuasive techniques, communicating across various contexts and cultures while emphasizing practical application to everyday life. Through multiple methods (readings, lectures, discussions, activities, research, written and spoken assignments), this course presents predominant theories of and guided experiences using persuasion theories and techniques. The focus is on analyzing audiences, identifying/evaluating communication styles, and researching and presenting a compelling and ethically sound argument. The experiential skills students develop help them support effective persuasive techniques.

## Course Expectation

### Class participation

An online or hybrid class requires students to post to the class discussion board on Brightspace and submit the required number of responses. Every week, an initial post covering that week's material is due Thursday evening by 11:59 p.m. Each weekly post is at least 500 words (2 pages double-spaced). At least four (4) substantial replies (minimum of 200 words) are due by Sunday by 11:59 each week. Substantive means the response is more than, I agree, or excellent job. A

substantive post includes thoughtful responses that provoke further inquiry by students and feedback from/to others with at least 50 words. Think of this as our classroom discussion.

## Pace:

URI utilizes Brightspace Learning Management software to support our classroom and administer exams and other educational materials.

Students must log on to the Brightspace platform daily to support success and stay informed of our class activities.

**The class week begins on Monday at 8:00 a.m. and ends on Sunday at 11:59 p.m.** All weekly coursework is due on Sunday except for your initial discussion posts, which are due on Thursday evening. Occasionally, due dates are adjusted to accommodate the assignment. You will find this noted in the assignment.

## Netiquette

Please respect the following netiquette policies:

- Be polite and respectful of others and their opinions. Our thoughts, ideas, values, and beliefs are unique. Understanding this uniqueness in each of us allows us to learn and grow together.
- Monitor your language. Avoid the use of strong or offensive language. Review your post before posting and remove any strong or offensive language. Avoid using all capital letters in your communication.
- Keep personal discussions off the class discussion board.
- Be courteous, even when you disagree with your instructors or classmates. Keep dialogue friendly and supportive even when there might be disagreements.
- Humor and sarcasm are often tricky to transcribe in an online environment. Classmates, educators, and others can misinterpret good intent or sarcasm.
- Foster community by being helpful, communicative, and collaborative.
- Consider others' privacy before you forward an email. Email is considered copyrighted by the original author and is private.
- Avoid inappropriate material.
- Be scholarly: Grammar and spelling errors reflect on you, and your audience might need help to decode misspelled words or poorly constructed sentences. It can also adversely affect your grade. Cite material with appropriate references. Include websites, web addresses, author(s), publication, etc.
- Brevity is best. Be as concise as possible when contributing to a discussion. Classmates might miss your key ideas if buried in a flood of text.

Avoid disciplinary action. Any type of online behavior perceived as disrespectful to a fellow student or instructor, or anything that has the potential by a classmate(s) as less than courteous, is unacceptable and can be subject to disciplinary action by the department's Chair. Repetition of such behavior can result in expulsion from the class. You can find more information on URI's code of conduct [URI Code of Conduct](#).

## Student Learning Outcomes

As a result of this course, students will be able to:

- Explain where, when, and how persuasive techniques work in our lives and society.
- Recognize and apply the core concepts and theories of persuasion to attitude, behavior, and beliefs, and demonstrate the use of measurement scales through course assignments.
- Research, apply theory, and analyze social movements, health campaigns, and political elections.
- Create and convey an audience-centric message with supporting materials that effectively establish speaker credibility while utilizing appropriate delivery techniques.
- With a partner, create an effective campaign or product launch.
- Demonstrate effective application of persuasive techniques through written and verbal papers and presentations.

## Required Textbooks and Materials

Perloff, Richard M. (2023). *The Dynamics of Persuasion, 8<sup>th</sup> edition*. Routledge.  
Also available: Interactive eTextbook (waiting on publisher)

## Technical Requirement:

Email: Faculty communicate with you through your URI email account. Check your account daily to ensure you get all the emails from your instructor. [URI email](#)

Brightspace Learning requires specific technical requirements to participate actively and be successful. At the minimum, students must have access to a computer and a stable internet connection. Students might need a headset with a microphone to record assignments. View Brightspace requirements/support here:

[Brightspace and Tech Support](#) to learn more about technical requirements.

Video: This course requires recording and posting videos and presentations to Brightspace. While you may choose the recording software that makes you most comfortable, your videos and presentations must be available for all to review. Within Connect, the learning management system, you have the option to record using GoReact, with the directions found here: [GoReact Recording Directions](#)

Academic Computer Labs: The academic computer lab is available for URI students and allows computer access with required software. Information regarding URI's academic computer labs is available at the following link: [URI Computer Labs](#).

IT help: The URI information technology (IT) center can better assist you with your IT questions, how to record videos, etc. Information regarding the URI IT Help Desk, including a link to help tickets, is available at the following link: [URI IT Help Desk](#).

## **Academic Integrity**

All submitted work must be your own. Suppose you consult other sources (class readings, articles or books from the library, articles available through internet databases or websites, A.I.). You must properly document any sources used, or you will be charged with plagiarism and receive an F for the paper. In some cases, this may also result in a course failure. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook and Sections 8.27.10 – 8.27.21 of the [University Manual \(web.uri.edu/manual/\)](#).

Further, students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words and properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity.

## **Grading Scale and Policies:**

The ability to properly assess your work requires careful review. My goal is to provide feedback within one week. Sometimes, there may be exceptions to ensure I can assess each assignment properly and thoroughly.

### **Assessment Criteria and Breakdown**

#### Presentation and Research (Theory): 25%

- The grade considers theory knowledge and application and feedback on knowledge awareness.

#### Persuasive Message (Midterm): 25%

- Students are assessed based on the effectiveness of the written (resume, profiles, letters) and spoken (interview) techniques used and applied and the final product's professionalism and attention to detail.

#### Participation (Classroom Discussions/Journals) 25%

- Discussion is an integral piece of our online classroom. Students are assessed based on participation in our discussion boards. Responding to the minimum number four (4) is average. Responding to more than four (4), with less than thoughtful responses, is considered average. To achieve full credit, students who respond to more than four (4) posts that reflect strong awareness and offer substantive discussion responses will result in an above average.

#### Final Project: Non-profit Organization 25%

- Students create a non-profit organization with a partner to address a societal need. Components include the organization's mission, by-laws, board of trustee positions, staff positions, development, or awareness campaign, and presenting this to a group of "investors."

#### Late Assignment Policy/Extra Credit Policy:

- Any work submitted late is subject to a 25% grade reduction.
- You may not submit discussion posts late.
- To receive any extra credit points offered/received throughout the semester, all assignments, exams, activities, etc., must be submitted/posted.

#### URI Grading Policies

You can find further information on URI grading policies here: [URI Grading Policies](#).

#### Incomplete:

I award Incomplete grades only when a student is PASSING and has completed at least 75% of the course and cannot complete the course due to extenuating circumstances (e.g., illness, death, unforeseeable accident, unavoidable circumstance).

#### Grading Scale

Students receive grades based on the following scale. That said, some assignments carry more value than others. (Please see the following page for ranking).

<i>Percentage</i>	<i>Letter Grade</i>
94% - 100%	A
90% - less than 94%	A-
87% - less than 90%	B+
84% - less than 87%	B
80% - less than 84%	B-
77% - less than 80%	C+
74% - less than 77%	C
70% - less than 74%	C-
67% - less than 70%	D+
64% - less than 67%	D
60% - less than 64%	D-
Below 60%	F

## **Disability, Access, and Inclusion Services for Students**

Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: [web.uri.edu/disability](http://web.uri.edu/disability), or emailing: [dai@etal.uri.edu](mailto:dai@etal.uri.edu). We are available to meet with students enrolled in Kingston as well as Providence courses.

## **Veteran Service Office**

[URI Veterans Services](#) The Center for Military and Veteran Education is here to assist you in your transition from military life into student life and beyond. We support, assist, and empower Veterans and military-connected students to **Think Big** about their education and vocational goals. We are available to help you connect with the resources and networks of support available to you at URI and within the local community.

**Mission statement:** The mission of the Center for Military and Veteran Education is to serve and support prior, present, and future military-connected students, faculty, and staff as they further their educational and professional objectives.

## **Student Advising, Mental Health and Well-being**

Maintaining balance is an essential function of your success in college. If the work is overwhelming, I strongly encourage students to contact me immediately to address critical areas and organize the work in a meaningful, balanced way. That said, URI provides support for students. Please take the time to familiarize yourself with these services. They are there for you to promote your success.

URI is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, or in need of support, services are available. For help, contact the [URI Mental Health and Wellness Center](#). For a listing of additional resources available on and off campus, please get in touch with URI Health and Wellness, URI Health Services.

## **Excused Absences**

Absences due to serious illness or traumatic loss, religious observances, or participation in a university sanctioned event are considered excused absences. Students are responsible for work missed during an excused absence but will not be penalized by grading or assignment/exam make-up policies. Students should notify faculty in advance of absences due to religious observance or university-sanction events, and as soon as possible for other absences See [University Manual sections 8.51.11-8.51.14](#) for details.

## **Managing Life Crisis and Finding Support**

Should you encounter an unexpected crisis during the semester (i.e., securing food or housing, addressing mental health concerns, personal safety, managing a financial crisis, or dealing with a family emergency, etc.), you can find a list of resources here: [Community and Social Services](#). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf-- email me or schedule a meeting with me during office hours.

## **Academic Enhancement Center**

The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online.

Peer tutoring is available for STEM & BUS-related courses through the Drop-In Center and small-group tutoring.



The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment.

UCS 160 and 161 courses and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills.

Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, [uri.edu/aec](http://uri.edu/aec).

**All Academic Enhancement Center support services for Fall 2023 begin 9/11/23.** Visit [uri.edu/aec](http://uri.edu/aec) for information about our three AEC programs.

- **STEM & BUS Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM & BUS courses through free peer tutoring in-person and online. Students can select **occasional or weekly tutoring sessions** through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower level room LL004. The TracCloud application is available through [URI Microsoft 365](#) single sign-on and more detailed information and instructions can be found at [uri.edu/aec/tutoring](http://uri.edu/aec/tutoring).
- **Academic Skills Development** programs teach students to develop and apply metacognitive thinking strategies to improve their time management, problem solving and study skills. **UCS 160: *Success in Higher Education*** is a 1-credit course on planning and managing work and studying in college. **UCS 161: *Becoming a Self Directed Student*** teaches strategies for identifying and overcoming challenges in academic work and life. **Academic Consultations** are 1 to 1 in-person or online consultations that help students to directly address individual academic challenges. Students can schedule sessions with [Peer Academic Consultants on TracCloud](#) or with [Dr. David Hayes on Starfish](#). Finally, **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management-related topics. For information or help with scheduling, contact Dr. Hayes directly at [davidhayes@uri.edu](mailto:davidhayes@uri.edu).
- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of writing: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through: 1) 25- or 50-minute **in-person appointments**, 2) synchronous **online appointments**, and 3) asynchronous **written feedback**. Students can view availability and book online through [URI Microsoft 365](#) single sign-on via the WOnline (Undergrad) app. For more information, visit [uri.edu/aec/writing](http://uri.edu/aec/writing).

### Land Acknowledgement:

The University of Rhode Island land acknowledgment is a statement written by members of the University community in close partnership with members of the Narragansett Tribe. The statement recognizes and pays tribute to the people who lived on and stewarded the land on

which the University now resides. The statement seeks to show gratitude and respect to Indigenous people and cultures and build community with the Narragansett Nation and other Native American tribes.

#### University of Rhode Island Land Acknowledgment

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

**This syllabus is subject to change at any time at the instructor's discretion. Students are responsible for keeping current with changes made to this syllabus.**