INSTRUCTOR: Martha Waitkus
To reach me for any reason, use the messages component of the sakai site as the initial means of getting in touch.

MATERIALS
Text: Gass, R.H & Seiter, J.S. Persuasion: Social Influence & Compliance Gaining. Text can be found on Amazon.

Additional material: You will also be collecting such things as letters to the editor in your local newspapers, junk mail, internet ads, print ads in magazines... just to name a few.
**COURSE GOALS & OBJECTIVES**

- To develop an understanding of persuasion and the role it plays in our world.
- To critically evaluate persuasive attempts occurring in various contexts including public, mediated, group, and interpersonal contexts.
- By the end of the course, you will be able to develop and implement a persuasive campaign that is appropriately adapted to the audience you seek to persuade.
- To help you open your eyes opened to the persuasion around you. But not just open your eyes but also,
- To recognize and appreciate the history and theories of persuasion.
- To recognize those theories in real life. It is always interesting to see where theory and practice connect.
- To find and analyze examples of persuasion that are all around us. I’m anxious to combine lessons from the field and lessons from scholarly research to discuss the wonderful world of persuasion!

**THOUGHTS**

This is an asynchronous online learning experience. This means the class will not be meeting online to chat at the same time, rather you will work independently to contribute to discussions and meet deadlines. Please read familiarize yourself with what is on the site. There is a lot of information and I have tried to keep it detailed and logical.

**PARTICIPATION**

I will provide guidance but there is no lecturing on the material, no face to face prompting. The discussions, projects and activities are laid out and will require that you actively participate…no passive learning here!

Participation is an essential component of this course. This is a communication course; you should want to engage with your classmates. About one half of your grade will be based on your participation efforts in the graded class discussion boards. You are expected to consistently ask and answer questions, challenge the ideas presented to you and lead and guide class discussions on a regular basis. In order to demonstrate this level of participation, you must do the reading. Personal opinion is welcome, but should always be supported by evidence from the readings or outside sources.

**WEEKLY DISCUSSION BOARDS POSTING GUIDELINES**

Because all of our classes will take place online, it is important to agree to abide by the following guidelines:

- Contributions should be focused and on topic. The discussion boards are critical for you to demonstrate your learning.
- Never disrespect someone in your post. Do not hesitate to disagree, but do so respectfully, intellectually and with support.
- Postings should occur on time. That includes the responses to your classmates. If you miss a discussion, you will NOT receive credit if you go back and post after the deadline. Stay on top of the schedule.
- All postings should use correct English and proper punctuation. Please do not use IM or text message shortcuts.

The general expectations for these weekly discussion boards are as follows:

**Exceeds expectations:** The excellent participator has:
1. Postings that provide specific examples references to readings and other strategies to demonstrate accomplished understanding of the material. Responses are thoughtful and reflective of course content/readings. Questions are fully answered and expanded upon. Effort will be evident of interest, challenge and curiosity.
2. Postings and responses will be completed before the deadlines posted to allow for greater discussion.
3. Participation demonstrates efforts to engage classmates and the teacher in conversation. Responses contain questions, challenges and thoughtful learning. Participation responds to the discussion board in a dynamic way. Your postings and responses add something NEW to each conversation.

**Meets expectations:** The participator has:
1. Responded to the majority of the questions asked. Made connections to the course materials. The posting is not generic, but directly relevant. Effort is evident.
2. Posted on time.
3. Responded to the assigned or suggested number of people with fairly substantive comments or questions.

**Does not meet the expectations** (but has attempted the assignment):
1. Made some effort to answer the question. Uses phrases such as “I agree with your posting” or “great post.” May have not answered all of the questions or responded to all parts. Response may lack substance, references or examples.
2. Posted late.
3. No participation in classmates’ discussions.

The greater the interaction on the discussion boards, the greater the learning... remember, this takes the place of in class lecture and discussion. Do not fear posting too much!

COURSE REQUIREMENTS/ASSIGNMENTS

WEEKLY DISCUSSION BOARDS (50%) – You will be expected to participate in 10 graded discussion boards throughout the semester. (one per week, each is 5% of total grade). Each discussion will center on a specific aspect of persuasion that has been presented in the reading and other course materials. Again note: a substantial portion of your grade is based on your active participation in these discussions. Please read the rubric carefully. It explains how the discussions will be graded.

WEEKLY DISCUSSION BOARD RESPONSES (20%) You are expected to provide thoughtful response to each other’s postings...see response rubric to see how these are graded. Each week’s response is worth 2% x 10 weeks or 20% total.

PROJECT (30%) This is a 5-7 page paper with visual & audio examples that will apply the material to something in the real world. It will have three components:

- Theory in Action (10%) – you must use at least three of the theories presented in the text as a method of rhetorical critique. These theories are listed on the sakai site.
- Source Credibility (10%)– using material from chapter 3 on primary and secondary dimensions of source credibility, comment on your perception of the source’s credibility.
- Analysis of the message structure and language (10%) – material from chapters 7,9,10 and 13 will examine different aspects of the message. Also consideration will be given to the overall ethical concerns of the message.
- More specific details on the last page of the syllabus.
COM210: PERSUASION
SUMMER 2019 ON-LINE SCHEDULE

Unit One: Principles & Theory (Ch. 1, 2 & 3) 5/20-6/16

- Discussion Question 1: Thoughts on Persuasion due 5/28
- Discussion Question 2: ELM due 6/3
- Discussion Question 3: Attitudes due 6/10

Unit Two: Source & Receivers (Ch. 4 & 5) 6/17 – 6/23

- Discussion Question 4: The Source due 6/17
- Discussion Question 5: The Receiver due 6/17

Unit Three: The Message (Ch. 7,9,10 & 13) 6/24-7/7

- Discussion Question 6: Language due 6/24
- Discussion Question 7: Message Structure due 7/1

Unit Four: The Channel (Ch. 8 & 14) 7/8-7/14

- Discussion Question 8: The Senses due 7/8

Unit Five: Ethics (Ch. 11,12,15 & 16) 7/15 – 7/21

- Discussion Question 9: Hidden Messages due 7/15
- Discussion Question 10: Ethical Considerations due 7/15

FINAL PROJECT Due 7/28

FINAL PROJECT
RHETORICAL ANALYSIS OF AN ADVERTISING CAMPAIGN

What is Due: Rhetorical Analysis of an advertising campaign.

Objects for Critique: You will choose an ongoing advertising campaign (Allstate’s Mayhem or e-trade’s talking baby for instance).

Rhetorical Critique: You will examine the agencies’ persuasion efforts. Using a chosen method of analysis: Theory of Reasoned Action & Theory of Planned Behavior, Elaboration Likelihood Model (ELM), Consistency Theory, Cognitive Dissonance, Social Judgment Theory, Impression Management Theory, you will write a brief rhetorical critique. How does the chosen theoretical foundation explain the situation? Obviously, you are going to chose a method that best fits the situation.
Format: Format will vary according to your own creative urges. The evidence (Ads, fliers, persuasive examples should be neatly and professionally presented. You may choose to create a "slide show" for the final class (via videotape, actual slides, flash presentations, etc.). Feel free to exercise your creativity and artistic and/or media talents.

Components of your assessment of the persuasive campaign:

I. Briefly explain the campaign and the method of rhetorical criticism
   A. Background on campaign and product
   B. Background on theory you have chosen

II. The elements of persuasion
   A. Audience Analysis (receiver)
      1. Who is the intended audience? Demographics are applied here. You must try to figure this out, either through their statements on the internet or through your argument. In all cases you must document the material and give reference.
      2. What are the current, existing attitudes and behavior of the intended audience?
         a. Does the targeted audience know about the product?
         b. Do they agree with the standpoint of the campaign?
         c. Is the target audience a customer?
   B. A description of the messages in the current campaign efforts.
      1. Describe or give actual documentation of the messages (e.g. pamphlets, videos, radio messages).
      2. Indicate how they are directed to the “target” audience.
      3. Talk about the distribution of these messages: where are they received by the “intended” audience? How often (frequency).
      4. What characteristics of the message do you think apply to the particular audience and which do not?
   C. How about the spokesperson?
      1. Do they have a credible spokesperson?
      2. Does that person best reach the target audience?
      3. Who would you use as the face of your campaign?
   D. Channel
      1. Where has this campaign aired? Printed? Internet? How are nonverbal channels used?
      2. Using chapters from Unit 4, which channels are most effective for this campaign?
   E. Assess the actual effectiveness of the current campaign.
      1. Locate information that addresses the effectiveness of this campaign. These may be Internet sources, academic studies, and interviews with the intended audience(s).
      2. Indicate what you think should be done to improve the campaign. Here you must incorporate all of your readings and best judgments to do this.
      3. How might you affect change in the campaign? Who would you talk to in order to see this change happen?
      4. How persuasive is this campaign?