Syllabus for COM 311--600
Persuasion

Instructor: Larry J. King
Office: LAN 413
Phone: (936) 468-1260
Office Hours: T TH: 3:30-5:00 PM
E-mail: lking@sfasu.edu


Course Description:

COMM 3311 “Persuasion” (3 credits) meets once, twice, or three times a week for a total of 150 minutes per week for a total of 15 weeks, and also meets for a 2-hour final examination. Online and face-to-face delivery contains extensive reading, written assignments, audio-visual presentations, lectures, discussion exercises, and a major semester project. Students will also have several major tests. These activities average at a minimum 6 hours each week to prepare outside of classroom hours.

Communication Studies Program Learning Outcomes:

1. Theory Knowledge: Students majoring in Communication Studies should display comprehension of major communication theories.
2. Theory Application: Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
3. Research Methods: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
4. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
5. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
6. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

Course Outcomes:

After successfully completing this course, students should be able to:

1. Explain and apply the major theories of persuasion.
2. Explain the effects of persuasion.
3. Explain communication factors that influence persuasion.
4. Explain message factors to influence persuasion.
5. Explain receiver factors that influence persuasion.
Course Adaptations:

To obtain disability related accommodations, alternate formats and/or auxiliary aid students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Also see policy Academic Accommodation for Students with Disabilities (Policy 6.1) http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities-6.1.pdf.

Student Academic Dishonesty (Policy 4.1):

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.

3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D2L and Online Course work:

ALL students are expected to use D2L in this course to perform and keep up with graded activities, course work, and scheduled readings. Students should regularly sign in at http://d2l.sfasu.edu using the same username and password as MySFA.

This is not a self-paced course. It’s self-directed, because you must set your own goals to complete your coursework on time, but you can only complete a module during the days it’s open and assignments are due. Make sure to pay attention to the dates the modules and assignments are available in addition to the due dates.

http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Technology:

It is important that you are familiar with D2L. All email correspondence will occur via D2L or your SFASU email account. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L. Moreover, all your assignments will be distributed and submitted via D2L and grades will be posted in D2L. All students are encouraged to check their email account daily for updates and other information. Students who do not check their D2L regularly will still be held accountable for missed information regarding the course.

I understand that technology can be quirky and problematic at times. However, it is your responsibility to ensure that assignments are delivered in some manner to me by the due date and time. So, if you’re having problems with D2L and can’t get your paper to submit, then you should email me the paper directly via my SFASU account (kennedylcd@sfasu.edu) with the intent of resubmitting the paper to D2L once technology issues have been resolved. I will not grade a paper submitted via e-mail however. It will eventually have to be submitted to the D2L Dropbox. Any assignment submitted in any form after the due date stated on the Course Timeline will be considered late (see “Late Assignments” section).
Class Civility:

Civility in the class is not only expected, but also required. We may discuss some sensitive issues in this class. Please be mindful that although you have not experienced certain things firsthand, it is very possible and highly likely that some of your classmates have. A vast array of opinions, points of view, and experiences will be expressed during class, and we will work together to create an environment where everyone feels safe to express their ideas. Although we are participating in an online course where we may feel more comfortable sharing information, we wouldn’t normally share face-to-face, please also be mindful that sharing information that is too personal may make others feel uncomfortable. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated.

“Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Policy 10.4, [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)]. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

Grading Policy:

I cannot measure effort. The final product is all that can be evaluated. Although effort is typically associated with improved results, you should not confuse the two. If you are dissatisfied with a grade on an assignment, you must wait at least 24 hours and no more than 7 days before discussing the issue with me. At that time, you should focus on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I spend a great deal of time ensuring that I grade assignments in a fair and consistent manner and any error that does occur will be in your favor. Please feel free to speak with me at any time about ways to improve your performance in the course. I strongly suggest however that this is done early in the semester rather than waiting until the end of the semester.

If you “need” an A or B, good grade, passing grade, etc. in this class, be willing to work for that grade. I understand that success in this class is important to many of you, and I will do the best that I can to help you. However, begging for a grade is not the way to earn the grade that you need. Hard work and keeping up with your course work are how to achieve the grade you want. To help you succeed in this course you should:

1. Log in to D2L every day.
2. Check your SFASU email every day.
3. Read the textbook AND the online modules.
4. Take reading notes and notes during video lectures just like you would in a classroom.
5. Proceed through the modules in the order they’re presented to make sure you don’t miss important information.
6. Ask questions if you have them, either via chat during virtual office hours or through email.
7. Follow the policies and procedures in the syllabus. Clear up any questions that you have early on.
8. Complete and submit your work on time or early.
9. Utilize on-campus resources that are available to you, including the AARC and the library.
10. Proofread your work before submission (including discussion posts).
11. Closely follow assignment directions and read grading rubrics carefully.
12. Study!

**Grade Withheld Policy:**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average (see Course Grades, Policy 5.5, [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf)).

**Tests:** There will be two (2) unit tests during the semester. Each test will be worth 100 points for a total of 200 points for the tests.

**Semester Project:** You should choose and have your instructor approve one of the following projects to complete this semester. Some projects may be done by a group of two or three students, but your instructor must approve this arrangement. Your papers must be neatly typed in APA or MLA format with citations and references. Unless otherwise noted, your papers should be no more than 7 pages long. Please use a cover sheet with your name, e-mail address, phone number, course title and the title of your project. These projects are worth 100 points.

1. Write a literature review over some topic pertinent to the field of persuasion. This paper should include a review of the major works in the area, an evaluation of the works, criticisms of the literature, and suggestions for further work in the topic area.

2. Do an analysis of a recent persuasive campaign. In this project you should focus on the persuasive strategies used in the campaign. You should provide plenty of specific examples. Critique the effectiveness of the strategies used in the campaign.

3. Volunteer to work in a persuasive campaign for a nonprofit organization. You should keep very detailed records of everything that you experience. Make sure to learn all you can about the campaign in which you are involved. Write a paper recounting your experiences and what you have learned. Also make sure that you analyze the campaign by applying information covered in this course, being sure to identifying strategies and tactics used. Make note of the strengths and weaknesses as well.

4. Design a persuasive campaign for a nonprofit. For this project you must choose a nonprofit organization and design a persuasive campaign to achieve some goal for the organization. You will have to do research on the organization, the goal, and on the target audience. Develop a clear campaign strategy and justification for that strategy. You can develop
newspaper ads, television ads, posters, or whatever is needed to help with the campaign. You should write a paper justifying and explaining the persuasive strategies you have chosen to use (tell me why and how), which sources of communication should be used (who and why), which communication channels should be used, how the campaign should use those communication channels, what sort of information (facts, stats, example, etc.) should be used (this must be supported by target audience research), and costs for the campaign (how and why are you spending money they way you are).

5. Work with your instructor on a research project. For this project you will contract with your instructor or another faculty member to assist your instructor in an original research project in the area of persuasion. This project will require you to meet with your instructor or the other faculty member on a regular basis to consult about the project and your work on the project. Depending on your level of involvement in the project, you may be listed as a coauthor or contributor in any papers or publications that result from this project.

6. If none of the other project options appeal to you, you can design your own project. Your project must clearly apply to the content of the course. For this option, you will need to provide your instructor a clear description in writing of what you would like to do in your project, and you will need to have a conference with your instructor to finalize and receive approval of the project.

Assignments and Discussions: There will be 13 assignments and discussion activities throughout the semester. These are identified on the course schedule and in each module. Each assignment and discussion board will be worth 10 points.

Learning the Material and Assessing Knowledge:

How do you learn the material for the course?

You'll want to read each textbook chapter in addition to viewing/reading the materials provided under the content tab in D2L. These are called modules and they are the equivalent of an in-class lecture. Although there may be some similar material to the textbook, you may find testable information that is not covered in the textbook. It is important that you go through each of the module’s content pages before completing your assignments. I will also guide you to which assignments are associated with the content. All due dates however can be found on the Course Schedule.

How will your knowledge be evaluated?

There is a total of 430 possible points in this class. The due dates of tests, discussion posts, and the paper are listed in the Course Schedule and Timeline. Your final grade in this course is based on your cumulative point total (not percentage) and will be assessed as the following:

A = 430-387, B = 386-343, C = 342-300, D = 299-256, F = 255-0
Below is a chart that offers a general overview of how these assignments will be graded. Look for further explanation for each assignment as you proceed through the modules.

**How will your knowledge be assessed?**

**General Assessment Rubric**

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Full Credit</th>
<th>Partial Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests (2 total)</strong></td>
<td><strong>100 points.</strong> You correctly answer all questions.</td>
<td><strong>99-1 points.</strong> Points are earned for each correct answer.</td>
<td><strong>0 points.</strong> You do not complete the quiz on time and/or there is evidence of working with another student.</td>
</tr>
<tr>
<td><strong>Discussion Posts and Activities (13 total)</strong></td>
<td><strong>10 points.</strong> You provide meaningful posts and there is evidence of participation. You clearly integrate course material/knowledge into the discussion. You provide meaningful, completed assignments where you clearly demonstrate your knowledge of the course material.</td>
<td><strong>9-1 points.</strong> Points are lost if your participation or content is not adequate, and/or you do not follow instructions. If you do not submit the assignment on time or follow instructions</td>
<td><strong>0 points.</strong> There is no evidence of your participation in the discussion. If you do not submit your activity on time, you'll receive zero points</td>
</tr>
<tr>
<td><strong>Semester Project</strong></td>
<td><strong>100 points.</strong> Your grade will depend on the timeliness of your submission and your ability to follow directions.</td>
<td><strong>99-1 points.</strong> If your paper is submitted after the deadline and diverges from the paper requirements, you'll lose points.</td>
<td><strong>0 points.</strong> If you do not submit your paper on time or your paper is plagiarized, you'll receive zero points.</td>
</tr>
</tbody>
</table>
**Discussion Board Rubric**

Below is a more specific explanation of what I'll be using to grade discussion board posts.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality and Timeliness</strong></td>
<td>2.5 points. Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.</td>
<td>2-1 points. Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.</td>
<td>.5-0 points. Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.</td>
</tr>
<tr>
<td><strong>Spelling and Mechanics</strong></td>
<td>2.5 points. Submits posts that contain grammatically correct sentences without any spelling errors.</td>
<td>2-1 points. Submits posts that have one or grammatically incorrect sentences and two spelling errors.</td>
<td>.5-0 points. Does not submit posts that are in complete sentences or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.</td>
</tr>
<tr>
<td><strong>Demonstrates Knowledge and Understanding of Content and Applicability to Professional Practice</strong></td>
<td>2.5 points. Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.</td>
<td>2-1 points. Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>.5-0 points. Post and responses show little evidence of knowledge and understanding of course content and applicability of professional practice.</td>
</tr>
<tr>
<td><strong>Generates Learning Within the Community</strong></td>
<td>2.5 points. Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners and take the discussion deeper.</td>
<td>2-1 points. Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>.5-0 points. Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
</tr>
</tbody>
</table>
# COM 311--Persuasion

Please Note: This calendar is subject to change at the discretion of the instructor. Check the calendar frequently for updates.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Module</th>
<th>Topic</th>
<th>Assigned Reading/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started &amp; Module 1</td>
<td>Course Introduction Getting Started Persuasion, Attitudes, and Action</td>
<td>Read Getting Started Module Complete Activity 1 Opens 08/26--Closes 9/1 11:30 PM CST Read Chapter 1 in the text Read/Study Module 1 Complete Activity 2 Opens 08/26--Closes 9/1 11:30 PM CST</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2</td>
<td>Social Judgement Theory</td>
<td>Read chapter 2 in the text Read/Study Module 2 Complete Activity 3 Opens 9/02--Closes 9/8 11:30 PM CST</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3</td>
<td>Functional Approaches to Attitude</td>
<td>Read chapter 3 in the text Read/Study Module 3 Complete Activity 4 Opens 9/9--Closes 9/15 11:30 PM CST</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4</td>
<td>Belief-Based Models of Attitude</td>
<td>Read chapter 4 in the text Read/Study Module 4 Complete Activity 5 Opens 9/16--Closes 9/22 11:30 PM CST</td>
</tr>
</tbody>
</table>
| Week 5  | Module 5          | Cognitive Dissonance Theory | Read chapter 5 in the text  
Read/Study Module 5  
Complete Activity 6  
Opens 9/23--Closes 9/29 11:30 PM CST |
|--------|-------------------|----------------------------|--------------------------------------------------------------------------------|
| Week 6 | Module 6          | Reasoned Action Theory      | Read chapter 6 in the text  
Read/Study Module 6  
Complete Activity 7  
Opens 9/30--Closes 10/6 11:30 PM CST |
| Week 7 | Module 7          | Test 1                     | Submit Test 1 in the drop box.  
Opens 10/7--Closes 10/13 11:30 PM CST |
| Week 8 | Module 8          | Stage Models               | Read chapter 7 in the text  
Read/Study Module 8  
Complete Activity 8  
Opens 10/14--Closes 10/20 11:30 PM CST |
| Week 9 | Module 9          | Elaboration Likelihood Model| Read chapter 8 in the text  
Read/Study Module 9  
Complete Activity 9  
Opens 10/21--Closes 10/27 11:30 PM CST |
| Week 10| Module 10         | The Study of Persuasive Effects| Read chapter 9 in the text  
Read/Study Module 10  
Compete Activity 10  
Opens 10/28--Closes 11/03 11:30 PM CST |
| Week 11| Module 11         | Communication Factors      | Read chapter 10 in the text  
Read/Study Module 11  
Compete Activity 11  
Opens 11/4--Closes 11/10 11:30 PM CST |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Description</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Week 12 | Module 12 | Message Factors | Read chapter 11 in the text  
Read/Study Module 12  
Compete Activity 12  
Opens 11/11--Closes 11/17 11:30 PM CST |
| Week 13 | Module 13 | Receiver Factors | Read chapter 12 in the text  
Read/Study Module 13  
Compete Activity 13  
Opens 11/18--Closes 11/24 11:30 PM CST |
| Week 14 | | Thanksgiving Break | Use your Thanksgiving Break time to rest, relax, get caught up, and work on your semester project. |
| Week 15 | | Semester Project Due | Submit your semester project in the drop box.  
Opens 12/2--Closes 12/8 11:30 PM CST |
| Week 16 | | Test 2 | Submit Test 2 in the drop box.  
Opens 12/2--Closes 12/9 11:30 PM CST |