Syllabus for COM 3311--600
Persuasion

Instructor: Larry J. King
Phone: (936) 468-1260
E-mail: lking@sfasu.edu

Office: Boynton 208A
Office Hours: T: 11:00 AM to 12:30 PM
3:15 PM to 4:15 PM
TH: 11:00 AM to 12:30 PM
3:15 PM to 4:15 PM

Zoom Meetings:

Because this class is listed as a livestream section, there will be two Zoom sessions during the course of the semester. These Zoom sessions will be devoted to presentations of your semester projects. Two dates are scheduled for the presentations, you can find the dates in the class schedule. Please make sure to take note of the dates and attend. You are welcome to attend both dates, but you are only required to attend one of the Zoom sessions. There will be a limit on the number of presentations in each session, half of the class in one session and half in the other session. I will post the Zoom information in the course news and send it in your D2L/Brightspace e-mail the day of the session. To ensure the security of the session, there will be a waiting room for the session.

Office Hours:

I will be available by phone or in person at the hours noted above. If you need to have a Zoom meeting, we can set that up. My office phone will transfer to my cell phone. If I am on another call, please leave a message. You can also contact me by e-mail or phone at any other time.


Course Description:

Consideration of principles and practices in persuading individuals and groups.

Course Contact Hours and Study Hours:

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 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 two major tests. These activities average at a minimum 6 hours each week to prepare outside of class 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 an 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.

**Student Learning 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 Requirements:**

**Reading and Accessing Course Materials:** You should regularly log into D2L/Brightspace and access the course material. To be successful in this course you must read the required reading assignments in the textbook, read the course news items, review the course calendar/schedule, read and view the material in each module, submit the assignments and discussions in a timely and complete manner, study for and finish the tests in a timely manner, finish the semester project in a timely and complete manner, and make the presentation of your semester project in a timely and complete manner.

**Assignments and Discussions:** There will be 7 assignments or 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.

**Tests:** There will be two (2) unit tests during the semester. Test 2 will be the final and will not be comprehensive. Each test will be worth 100 points, for a total of 200 points for the tests. Each test will consist of 50 multiple choice questions. **Tests are Keystone Event**

**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, carefully proofread, and in APA format with citations and references. Unless otherwise noted, your papers should be no more than 7 pages long. Use a cover sheet with your name, e-mail address, phone number, course title and the title of your project. You should carefully review the rubric for the semester project and make certain you understand the standards by which your project will be graded. The project is worth 100 points. **The Semester Project is a Keystone Event.**

1. Write a literature review over some topic pertinent to the field of persuasion. This paper should include definitions of concepts included in the topic, a review of the major works in the area, an evaluation of the works, identification of gaps are weaknesses in 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 clearly describe the history and context of the campaign and focus on identifying and describing the persuasive
strategies used in the campaign by applying information covered in this course. You should provide substantial specific examples and 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. Make sure that you analyze the campaign by applying information covered in this course, being sure to identify strategies and tactics used. Make note of the strengths and weaknesses and successes and failures 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 why and how), which sources of communication should be used (who and why), which communication channels should be used and why, 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 professor or another professor on a research project. For this project you will contract with the professor to assist them with an original research project in persuasion. This project will require you to meet with your professor on a regular basis to consult about the project and your work on the project. Your paper should at minimum detail the important aspects of the research project including the research question, methods, results (or anticipated results), and a description of the work you performed on the project. You should also include a copy of your contract with the professor, a description of the work you performed, and a log of the time you spent working on the 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 professor a clear description in writing of what you would like to do in your project, and you will need to have a conference (in person, by phone, or by Zoom) with your professor to finalize and receive approval of the project.

**Presentation of Semester Project:** For this assignment you will make a 5 to 7 minute presentation of your project to the class in a live Zoom meeting. You can, but are not required to, use PowerPoint or another electronic presentation program during your presentation. A limited amount of time will be allotted for questions and answers following each presentation. Two dates are scheduled for the presentations, you can find the dates in the class schedule. Please make sure to take note of the dates and attend. You are welcome to attend both dates, but you are only required to attend one of the Zoom sessions. There will be a limit on the number of presentations in each session, half of the class in one session and half in the other session. At some point in the semester, you will be required to sign up for the date you will present. If you do not sign up, your instructor will assign you a date for your presentation. You should carefully review the rubric for the presentation and make certain you understand the standards by which your presentation will be graded. The presentation is worth 100 points. **The Presentation of Semester Project is a Keystone Event.**

**Attendance Policy:**
You are expected to regularly log into D2L/Brightspace and access the course material in accordance with the course schedule. If you do not do this, you will not be able to succeed in this course.

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

This is not a self-paced course. It is self-directed, because you must set your own goals to complete your coursework on time, but you can only complete a module and assignment during the days they are available. Make sure to pay close attention to the dates the modules and assignments are available in addition to the due dates. Assignments, tests, discussion, or the presentation will not be accepted after the due date unless there is a legitimate and fully documented excuse provided to your professor. You cannot simply e-mail your professor and ask for the assignment, test, discussion, or presentation to be reopened or submitted late.

Institution Absences (HOP 04-110):

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity:

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy:

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

According to the policies of the College of Liberal and Applied Arts, a WH will not be approved if less than 80% of the course work has not been completed before the end of the semester in which the student is enrolled in the course.

Students with Disabilities:

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being:

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

D2L/Brightspace and Online Course work:

It is important that you are familiar with D2L/Brightspace. If you are unfamiliar with D2L/Brightspace, you can find instructional videos to help you at https://www.sfasu.edu/D2L/Brightspacesupport/students. You can also call the Center for Teaching and Learning (CTL) at 936-468-1919. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L/Brightspace. Moreover, all your assignments will be distributed and submitted via D2L/Brightspace and grades will be posted in D2L/Brightspace. All students are encouraged to check their e-mail account daily for updates and other information. Students who do not check their D2L/Brightspace regularly will still be held accountable for missed information regarding the course. **When you communicate with your professor by e-mail, please use your professor's SFA e-mail (lking@sfasu.edu) and not the e-mail tool in D2L/BRIGHTSPACE.**

I understand that technology can be quirky and problematic at times. However, it is your responsibility to ensure that assignments are submitted on time. It is important that you do not wait until the last day or minute to submit your assignments, discussions, tests, or semester projects. Give yourself plenty of time to make sure you can successfully submit by the deadline.

Class Civility and Student Conduct:

Civility in the class is not only expected, but also required. 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 (see Code of Student Conduct and Academic Integrity).

Grading Policy:

Your grades will be based on your successful completion of the assignments, discussions, tests, semester
project, and presentation of your semester project. You must be certain to carefully read and follow the requirements for each of these graded activities. You should also acquaint yourself with the rubrics or grading criteria for each graded activity. Grades are not negotiable. Every student is graded by the same rubric or criteria, so please do not ask me to raise a grade, as it would create an issue of unfairness.

Your professor 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 should wait 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 arguing for a change in the grade itself. I spend a great deal of time ensuring that I grade assignments in a fair and consistent manner. Please feel free to speak with me at any time about ways to improve your performance. 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/Brightspace every day.
2. Check your SFASU email every day.
3. Read the textbook AND the online modules.
4. Take reading notes and notes during videos 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 e-mail or by calling your professor.
7. Follow the policies and procedures in the syllabus. Clear up any questions that you have early in the semester.
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. Carefully proofread your work before submission (including discussion posts).
11. Closely follow assignment directions and read grading rubrics carefully.
12. Study!

Late Work:

Late work will NOT be accepted. At the instructor's discretion, work may be accepted only for unavoidable and extenuating circumstances that can be backed-up by valid written evidence, and only within one week of missing the assignment.

Learning the Material and Assessing Knowledge:

How do you learn the material for the course?

You will want to read each assigned text reading in addition to viewing/reading the materials in each module. Modules are approximately equivalent to a week of face-to-face class sessions. Although there may be some similar material to the textbook in a module, you will find information that is not covered in the textbook and maybe included in the tests. It is important that you go through each of the module's content pages before completing your assignments. The modules will also guide you to assignments which are associated with the content. All due dates can be found on the Course Schedule and in the calendar in D2L/Brightspace.
How will your knowledge be evaluated?

There is a total of 470 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 = 470-423, B = 422-375, C = 374-327, D = 326-279, F = 278-0

### Course Grades

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities &amp; Discussion Posts (7 @ 10 pts ea.)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Tests (2 @ 100 pts ea.) Keystone Events</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Semester Project Keystone Event</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Semester Project Presentation Keystone Event</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>470</strong></td>
<td></td>
</tr>
</tbody>
</table>

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>Tests (2 total)</td>
<td><strong>100 points</strong>. You correctly answer all questions within the time limit.</td>
<td><strong>99-1 points</strong>. Points are earned for each correct answer within the time limit.</td>
<td><strong>0 points</strong>. You do not complete the test 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 responses to other posts. You clearly integrate course material/knowledge into your post and responses. You complete the required number of responses. 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 posts or responses are 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 will receive zero points.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</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>
<tr>
<td><strong>Semester Project Presentation</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>
Below is a more specific explanation of what I will 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><strong>6.25 points.</strong> 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><strong>6.24-4.24 points.</strong> 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><strong>4.23-0 points.</strong> 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><strong>6.25 points.</strong> Submits posts that contain grammatically correct sentences without any spelling errors.</td>
<td><strong>6.24-4.24 points.</strong> Submits posts that have one or grammatically incorrect sentences and two spelling errors.</td>
<td><strong>4.23-0 points.</strong> 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><strong>6.25 points.</strong> 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><strong>6.24-4.24 points.</strong> Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td><strong>4.23-0 points.</strong> 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><strong>6.25 points.</strong> 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><strong>6.24-4.24 points.</strong> 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><strong>4.23-0 points.</strong> 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>
# Semester Project Rubric*

## CLARITY
The paper communicates unambiguously.
- Provides clear descriptions.
- Avoids the use of complex, convoluted, language. Does not use a lot of technical jargon.
- Thoughts presented in the paper are easy to understand.

---

## COMPLETENESS
Completeness will be evaluated on two levels.
- First, on a macro level:
  - Each required part or task is of the paper are included.
  - Failure to complete a major part of a paper is a serious error that will result in substantial point deductions.
  - The required parts or tasks are clearly included in the paper.
  - Signposting and transitions that make it clear which parts of the assignment you are including are present.

- Second, on a micro level:
  - The extent to which you adequately fulfill each of the parts or tasks required in the paper.
  - How well did you perform each of the tasks required?
  - Each part or task is given adequate attention, discussion, and space.

---

## ORGANIZATION
Ideas are developed in a logical manner.
- Words, phrases, sentences, and paragraphs fit together to form the major sections of your paper.
- Paper does not ramble from point-to-point without any connection between them.
- Major organizational schemes suggested in assignment description are used.
- Headings and subheadings are used effectively.

---

## VALIDITY
The arguments used in your paper are valid.
- This means that the conclusions of your points or arguments must follow from the premises.
- The premises and conclusions you draw should be explicit and clear.
- The reader does not have to dig through the paper to identify and understand the points or arguments being made.
- Part of the validity of an argument has to do with the data supporting a particular conclusion.
- Statements of fact are documented with a reputable and primary source.
- Valid examples are provided and supported.

---

## MECHANICS
The paper is free of grammatical errors, typographical errors, misspellings, punctuation errors, sentence fragments, and other such errors.
- The writing is clean, polished, and professional.
- The paper demonstrates that it was not hastily prepared and is well thought out.
- The format of the paper, source citations, and reference list are consistent with the most current edition of the Publication Manual of the American Psychological Association.

### SUBTOTAL POINTS

### POINT DEDUCTIONS
- Late submission (10 points per day).
- Over or under required 5-7 page length (10 points per page).

### TOTAL POINTS

---

*Based on MONGEAU’S GENERAL CRITERIA FOR EVALUATING PAPERS.*
# Presentation of Semester Project Rubric

## Introduction:
- Gets the attention of the audience.
- Clarifies the objective of the presentation.
- Establishes the importance of the topic.
- Previews the main points.
- Provides transition to the body of the presentation.

_____/10

## Body:
- The body of the speech is appropriately organized.
- There is a logical progression of ideas.
- Strong and logical support is provided for claims and points.
- Support adds to the level of audience interest.
- Support is easily connected to the main ideas and speech topic.
- Establishes clear main ideas.
- Transition statements clearly link ideas.
- Support is exceptional in variety.
- Research enhances the impact of the presentation.
- Oral citations are clear, thorough, and precede evidence.

_____/30

## Delivery:
- Displays a conversational mode of speaking.
- Easily heard.
- Uses effective articulation.
- Effective pronunciation and grammar are displayed.
- Proxemic behavior supports verbal message.
- Credibility is enhanced by the delivery.
- Body movement and gestures contribute to speech effectiveness.
- Speech is well paced.
- Pitch varies to enhance the message.
- Properly formed sounds enhance the message.
- Posture communicates professionalism and confidence.
- Dress does not distract from message.
- Delivery heightens and maintains audience interest.
- Facial expressions and eye contact communicate energy, confidence, and sincerity.

_____/30

## Language:
- Appropriate for the occasion, topic, and audience.
- Builds interest in the presentation.
- Enhances audience comprehension.
- Displays careful consideration of meaning.

_____/20

## Conclusion:
- Signals that the presentation is ending.
- Reviews the main points of the presentation.
- Leaves the audience with a clear message.
- Provides the audience with something to remember.

_____/10

## Sub Total

## Visual Aid:
- If used, can add (for excellent visual aid use) or deduct (for poor visual aid and use) points.
- Visual aid is well prepared, informative, effective, and not distracting.
- Speaker makes strategic use of digital media to enhance understanding of findings, reasoning/evidence, and to add interest.

## Length:
- 10 points will be deducted for each minute under or over the 5-7 minute time limit.
- Presentation is within the assigned time limits.

## Total
## COM 3311 600--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><strong>Week 1</strong></td>
<td><strong>Getting Started</strong></td>
<td>Course Introduction Getting Started</td>
<td>Read Getting Started Module Complete Activity 1 Opens 1/18--Closes 1/21 11:30 PM CST</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Module 1</strong></td>
<td>Persuasion, Attitudes, and Action</td>
<td>Read Chapter 1 in the text Read/Study Module 1 Complete Activity 2 Opens 1/22--Closes 1/28 11:30 PM CST</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Module 2</strong></td>
<td>Social Judgement Theory</td>
<td>Read chapter 2 in the text Read/Study Module 2</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Module 3</strong></td>
<td>Functional Approaches to Attitude</td>
<td>Read chapter 3 in the text Read/Study Module 3 Complete Activity 3 Opens 2/5--Closes 2/11 11:30 PM CST</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Module 4</strong></td>
<td>Belief-Based Models of Attitude</td>
<td>Read chapter 4 in the text Read/Study Module 4</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Module 5</strong></td>
<td>Cognitive Dissonance Theory</td>
<td>Read chapter 5 in the text Read/Study Module 5 Complete Activity 4 Opens 2/19--Closes 2/25 11:30 PM CST</td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Topic</td>
<td>Instructions</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Reasoned Action Theory</td>
<td>Read chapter 6 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 6</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>Test 1</td>
<td>Take Test 1. Opens 3/4--Closes 3/10 11:30 PM CST</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Spring Break</td>
<td>3/11—3/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No work due this week. Relax and enjoy your Spring Break, as much as you can.</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>Stage Models</td>
<td>Read chapter 7 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete Activity 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Opens 3/18--Closes 3/24 11:30 PM CST</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>Elaboration Likelihood Model</td>
<td>Read chapter 8 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 9</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>The Study of Persuasive Effects</td>
<td>Read chapter 9 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete Activity 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Opens 4/1--Closes 4/7 11:30 PM CST</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>Communication Factors</td>
<td>Read chapter 10 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 11</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>Message Factors</td>
<td>Read chapter 11 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete Activity 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Opens 4/15--Closes 4/21 11:30 PM CST</td>
</tr>
<tr>
<td>15</td>
<td>13</td>
<td>Receiver Factors</td>
<td>Read chapter 12 in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read/Study Module 13</td>
</tr>
</tbody>
</table>
| Week 16 | Semester Project Paper  
|        | Semester Project Presentation  
|        | Keystone Events  
|        | Submit your semester project in the drop box.  
|        | Opens 4/29--Closes 5/5 11:30 PM CST  
|        | Semester Project Presentations via Zoom  
|        | You must sign up for one of the dates for your presentation.  
|        | 4/29 or 5/1 6:00-8:00 PM CST  
| Week 17 | Test 2  
|        | Keystone Event  
|        | Take Test 2  
|        | Opens 5/6--Closes 5/8 11:30 PM CST  
