

Strategies of Persuasion – COM 408

Western Connecticut State University

Section 01: M & W 9:25-10:40am in BR 208**Office Hours (BR 225):****8/29 – 10/20****10/21-12/17****Professor:** Dr. Jessica Eckstein

M 7:45-8:15am

M 10:40-12:10pm

Website: www.jessicaeckstein.com/teaching

W 7:45-9:15am

W 10:40-12:10pm

Email: jessicommclass@gmail.com

R 11am-2:00pm

R 11:00-1:00pm

Course Description

Exploration of strategies of persuasion, both traditional and contemporary. Includes preparation and presentation of persuasive messages. Three SHs in this class over 15 weeks = approx. 40 hrs. in class *and* for each hour inside class, about 2 hrs. outside of class (roughly, 80 additional hrs. in the session) working on assignments/studying. That's a total of approximately 120 actual hours of work to "do" this class.

Learning Objectives

You'll be exposed to, and will also practice, interpersonal & public forms of persuasion. You'll learn (a) contexts in which each strategy is effective & ways to (b) design solid persuasive campaigns & (c) implement interpersonal persuasion. In addition to learning & practicing the strategies, you'll also distinguish "good" persuasion from "flawed" practices in the world around you.

Student Learning Goals/Outcomes

2. *Employ CMA theories/perspectives/principles/concepts:* (a) Explain, (b) Synthesize, (c) Apply, (d) Critique CMA theories, perspectives, principles, & concepts.
3. *Engage in CMA inquiry and creative activity:* (a) Interpret, (b) Evaluate, (c) Apply, and (d) Formulate questions appropriate for Communication scholars & Media Arts scholarship and creative activity; (e) Engage in CMA scholarship & creative activity using traditions of discipline, (f) Differentiate between various approaches to study of CMA; and (g) Contribute to scholarly & creative conversations appropriate to purpose of inquiry.
4. *Create messages appropriate to audience, purpose, & context:* (a) Locate & use info relevant to goals, audiences, purposes & contexts; (b) Select creative & appropriate modalities & technologies to accomplish communicative goals, (c) Adapt messages to diverse needs of individuals, groups & contexts; (d) Present messages in multiple CMA modalities/context; (e) Adjust messages while in process; and (f) Critically reflect on one's own messages.
5. *Critically analyze messages:* (a) Identify meanings embedded in messages, (b) Articulate characteristics of mediated & non-mediated messages; (c) Recognize influence of messages; (d) Engage in active listening or participate as an active audience member; and (e) Enact mindful responding to messages.
6. *Demonstrate ability to accomplish comm. goals (self-efficacy):* (a) Identify contexts, situations, barriers that impede, and (b) Perform verbal & nonverbal CMA behaviors that illustrate self-efficacy; (c) Articulate personal beliefs about abilities to accomplish CMA goals; & (d) Evaluate personal CMA strengths & weaknesses.
7. *Apply ethical CMA principles & practices:* (a) Identify and (b) Explain relevance of various ethical perspectives; (c) Articulate ethical dimensions of CMA situation; (d) Choose to communicate with ethical intent; (e) Propose solutions for (un)ethical comm; & (f) Evaluate ethical elements of a communicative or mediated situation.
8. *Utilize CMA to embrace difference:* (a) Articulate connection between C&MA and culture; (b) Recognize and (c) Appreciate individual & cultural similarities & differences; (d) Respect diverse perspectives & ways they influence C&MA; (e) Articulate one's own cultural standpoint & how it affects CMA and world view; (f) Demonstrate ability to be culturally self-aware; and (g) Adapt one's communication in diverse cultural contexts.
9. *Influence public discourse (#9):* (a) Explain the importance of CMA in civic life; (b) Identify challenges facing communities & role of C&MA in resolving those challenges; (c) Frame, (d) Evaluate, (e) Utilize CMA to respond to, and (f) Advocate a course of action to address local, national and/or global issues from a CMA perspective; and (g) Empower individuals to promote human rights, dignity and freedom.

What do I expect from you?

ATTENTION. Listen & comprehend. I won't repeat myself – either in class or in office hours. Feel free to ask for clarity, but not redundancy. I won't tolerate anyone detracting from classmates' abilities to learn.

PREPARATION. Come to class ready to discuss the day's content.

PARTICIPATION. My classes are active learning environments; "organized chaos" exists. This succeeds to the extent you participate & engage – and I expect both.

ENGAGEMENT. There is no silencing in this class; all are expected to express ideas freely & respectfully.

All ideas are important to consider, regardless of bias so I'll play "devil's advocate" to provoke discussion.

RESPECT. I expect you to help create an atmosphere of caring, concern (for well-being of all), fun, and energy!

What can you expect from me?

- * For each class, I will be fully prepared & work hard to engage you in a stimulating and interactive manner.
- * I will work to provide assignments, discussions, and in-class activities to challenge your thinking.
- * I will be available to you through email and office hours.
- * I will provide clear and concise instructions on all assignments & promptly return them to you graded.

By remaining in this class after the first day, you are providing passive consent that...

- You acknowledge reading and understanding all syllabus details/policies; they are non-negotiable.
- You accept that material in this course will be *disturbing, controversial, offensive, and/or may otherwise make you very uncomfortable*; that is the nature of this course.
- If you cannot agree (for whatever reason) to these conditions, you will drop this course.

MATERIALS: To the extent feasible/legal, I want to save you \$. Thus, all materials (e.g., readings, films) are accessible on my website (along with a pdf of documenting info for all sources I use in the course). My lectures are a primary source of content/info so I don't provide full copies; you must come to class to get that material. To maximize coverage (I go fast!), bring the fill-in-the-blank slides to class for corresponding lectures.

DEADLINES-DUE DATES: All work must be submitted ON or BEFORE due dates (received via email attachment - **.doc, .docx, .odt, or .pdf files only** – prior to class due); late work is never accepted for any reason.

PARTICIPATION: My course mirrors the real world where showing up/looking interested are mandatory. Missed in-class activities can't be made-up; you're responsible for getting missed take-home assignments (still due when scheduled) from classmates. My office hours are to clarify concepts - not to re-cover material from days you're absent/not paying attention. **Text, sleep, read, do other-class's work? You win an *automatic absence that day* (trust me, I always see it). You must email me immediately after class with any notes taken on a laptop.** Read the Code of Conduct for expectations (www.wcsu.edu/studenthandbook/). **No disruptions tolerated; perceived threat/other disruptions must leave; fail to do so & WCSU security called (& you may automatically fail).** *I may offer extra credit (in &/or out of class). **DO. NOT. ASK. for it! No one gets it if anyone asks.***

ATTENDANCE: Absences don't excuse students from work due. For times you can't be there, I allow 3 absences (***excused or unexcused***) without penalty. I don't need *or want* documentation/notes/calls...just use freebies judiciously, if at all. Be wise: this is where grades are impacted most. I take roll each class & grade on participation. **If you miss class, you're responsible for material covered. Don't ask me to re-cover it; get it from a classmate.** This condensed class begins on time; walking in consistently late affects yours & others' knowledge. If you're *significantly late* (i.e., I've already started lecturing), that'll be noted. I understand we all have days when we're just running late, so your tardiness only affects you if it's habitual; when you've accumulated **> 2-3 significantly late days, you'll get points deducted. Habitual tardiness or leaving class early = absence. Each absence above your "freebies" = 15 pt. overall deduction.** You're responsible (find/fill out form & get my sig) for Withdrawing by deadline (before Nov or Apr).

PLAGIARISM: It's your responsibility to not only abstain from cheating (i.e., academic dishonesty of any kind), but also to avoid making it possible for others to cheat. Submission of someone else's work (in literal word or in thought) as one's own is plagiarism; *others' info must be said in your work or it's plagiarism!* 1st incident: "0" on assignment, official report. 2nd offense: fail course, class dismissal, official report.

WRITING: *All writing assignments should be typed (Times New Roman, 12 font) & carefully proofread for errors.* Both quality of writing & ideas' substance are graded; meaning & idea import are inseparable from language through which they're conveyed. I'll return ungraded papers with significant typos, grammar errors, poor organization, lack of clarity, or untyped. *In other words, if I have difficulty reading your college-level paper, I can't grade it;* take time to make all assignments acceptable at a **college level**. Use APA style on all work; citations must be provided whenever you refer to words, ideas, stats or other info provided by others.

ACCESSIBILITY: It's a student's responsibility to notify me ASAP of any needs to aid course participation. Students with disabilities, contact Accessibility services (203-837-8225) to discuss reasonable accommodation.

REQUIREMENTS...TO EARN CREDIT:

Please keep track of your grades on the grid (last page) provided. That way, you'll always know what you're getting in the course and never need to ask. ☺ I will not keep a running total of your grades for you – so do it yourself. This also means that if you're not doing well in the course, you're responsible for w/drawing yourself. End-of-semester grades are never a surprise, because I return each and every point to you immediately, throughout the semester.

Activities (220 pts) & Reading Fun! (180 pts)

This course is interactive in nature & requires class participation. You'll be required to *actively* demonstrate effective communication skills in both oral & written assignments. You're expected to come to class prepared to discuss & participate in activities associated with the material. First, you'll do in-class Reading Fun activities which will be either brief reflections or quizzes based on brief assigned readings. There will be 14 of these and you can drop the lowest (or skip) 2 for a total of 12 that count toward your grade. Next, you'll be asked to do exercises to reinforce what we're learning. Most are assigned or completed in class. In-class activities can't be made-up if missed. Think of these as a way to get points for participating fully in class. Finally, I'll make a qualitative assessment of your participation/involvement at the end of the semester, when I grade. In addition to assessing your level of active involvement on a day-to-day basis, other “negative” things (e.g., tardiness, sleeping, texting/phone use, poor attitudes, hostility/rudeness toward me/your classmates, & inappropriate behaviors) will also affect this score.

Mini-Reviews: (5 @ 50 pts each = 250 pts)

There will be 5 (50 point) mini-recaps, allowing you an opportunity to do well on each by not having to cover a vast amount of info. These encourage concept mastery & examine your material understanding.

Persuasion Campaign: (150 pts)

After completing background research, pairs/small groups will pick a topic about which they are interested in persuading the general public. The specific goal, strategy, and format of the campaign will differ among groups and will be discussed further in class. This is a group grade (everyone receives the same score).

Interpersonal Persuasion Presentations (IPPs): (4 @ 50 pts each = 200 pts)

Each individual will be responsible for enacting 4 explicit interpersonal persuasion situations in their own lives. Based on what we have learned through readings and class lecture, the students will present/discuss/analyze their enacted situation according to persuasion theories/research. More details will be provided in class.

Grades are earned, not given!

Simply meeting the requirements of an assignment *may* garner you a C. Time spent does not equal time earned. Excellence is rewarded, effort is not (though it is appreciated ☺). **Remember, COM majors need at least a C for this class to count.**

- A = Superior work.** Greatly exceeds requirements. Outstanding creativity, skill, initiative, &/or effort. *Elicits “excellent, really excellent.”*
- B = Good work/above average.** Exceeds requirements. Substantial creativity, skills, initiative, and/or effort. Goes beyond minimal assignment req's. *Elicits “nicely done” & gets me telling others you're doing really nice work!*
- C = Average work.** Meets requirements in every aspect, but does not exceed. I already expect this level of completion from every student on the assignment. *Elicits “OK, they did the work”.*
- D = Deficient.** Meets some requirements, but deficient in others. *Elicits “hmmm, I wonder if they waited till the last minute to do this?”* A good thing to do when you get this grade is to come see me; I really DO want you to pass.
- F = Poor.** Deficient in most or all requirements. *Elicits “well, they blew this off.”* A MUST is to see me!!

Tentative Schedule

	COVERED	DUE IN CLASS
W-Aug 30 th	Intro to Class The Background of Persuasion	
M-Sep 4 th	Labor Day – NC	
W-Sep 6 th	Why Study Persuasion? Key Persuasion Concepts	Extra-Credit Syllabus Quiz Reading Fun #1 due
M-Sep 11 th	Diverse Persuasion Goals IPPs – The What & How	Reading Fun #2 due
W-Sep 13 th	Exam Day	Mini-Exam 1
M-Sep 18 th	Ethical Interpersonal Persuasion?	Reading Fun #3 due
W-Sep 20 th	IPPs 1	
M-Sep 25 th	Things We Can Manipulate? – Receivers	Reading Fun #4 due
W-Sep 27 th	Things We Can Manipulate – Senders	Reading Fun #5 due Campaign Groups Picked Today
M-Oct 2 nd	Popular Interpersonal Persuasion Strategies	Reading Fun #6 due
W-Oct 4 th	Exam Day	Mini-Exam 2 Campaign topics/goals due
M-Oct 9 th	How People Process Persuasion	Reading Fun #7 due
W-Oct 11 th	Things We Can Manipulate – Message Types	Reading Fun #8 due
M-Oct 16 th	Things We Can Manipulate – Message NVs	Reading Fun #9 due
W-Oct 18 th	Exam Day – NC	Mini-Exam 3
M-Oct 23 rd	IPPs 2	
W-Oct 25 th	Campaign Proposal & Feedback Day	
M-Oct 30 th	Formal Public Speaking – Main Pers. “Designs”	Reading Fun #10
W-Nov 1 st	Popular Public Persuasion Strategies	Reading Fun #11 due Final campaign strategy due
M-Nov 6 th	IPPs 3	
W-Nov 8 th	Ethics of Public Persuasion	Reading Fun #12 due
M-Nov 13 th	Nonverbal Public Address Workshop	Reading Fun #13 due Implement campaigns by today
W-Nov 15 th	Exam Day	Mini-Exam 4
M-Nov 20 th	IPPs 4	
W-Nov 22 nd	Practice Your Persuasion Day – NC	
M-Nov 27 th	Assess Campaign Goal-Effectiveness – In our World	Reading Fun #14 due
W-Nov 29 th	Assess Goal-Effectiveness – How to do your own	
M-Dec 4 th	Exam Day	Mini-Exam 5
W-Dec 6 th	Present Final Campaigns for All	Submit “hard” copies in class
Finals Week Dec 11-15	Campaign Assessment Due <u>before 8am on Tuesday, December 12th</u>	

RECORD OF MY GRADES:

Total Possible **My Scores**

READING FUN (drop lowest 2 RFs)	180	
Reading Fun 1	15	
Reading Fun 2	15	
Reading Fun 3	15	
Reading Fun 4	15	
Reading Fun 5	15	
Reading Fun 6	15	
Reading Fun 7	15	
Reading Fun 8	15	
Reading Fun 9	15	
Reading Fun 10	15	
Reading Fun 11	15	
Reading Fun 12	15	
Reading Fun 13	15	
Reading Fun 14	15	
ACTIVITIES	220	
Concepts Activity (9/6)	5	
Goals Activity (9/11)	5	
Ethical Assessment – Interpersonal (9/18)	5	
IPP 1 Feedback (9/20)	10	
Manipulation Activity (9/25)	5	
Nonverbal Practice – Self (9/27)	5	
Interpersonal Activity (10/2)	5	
Processing Activity (10/9)	5	
Messaging Activity (10/11)	5	
NV Messages Activity (10/16)	5	
IPP 2 Feedback (10/23)	10	
Campaign Feedback Day (10/25)	20	
Public Designs Activity (10/30)	5	
Public Strategies Activity (11/1)	5	
IPP 3 Feedback (11/6)	10	
Ethical Assessment – Public (11/8)	5	
Workshop (11/13)	10	
IPP 4 Feedback (11/20)	10	
Assessing Public Campaign Goals (11/27)	5	
Quality of In-Class Participation	25	
OUR PUBLIC CAMPAIGN: Proposal to Class	50	
OUR PUBLIC CAMPAIGN: Final Material	100	
OUR PUBLIC CAMPAIGN: Campaign Assessment	60	
MINI-EXAMS	250	
Mini-Exam 1	50	
Mini-Exam 2	50	
Mini-Exam 3	50	
Mini-Exam 4	50	
Mini-Exam 5	50	
INTERPERSONAL PERSUASION PRESENTATIONS	200	
IPP 1	50	
IPP 2	50	
IPP 3	50	
IPP 4	50	

SCALE			
90-100%	=	A	= 900-1000
80-89%	=	B	= 800-899
70-79%	=	C	= 700-799
60-69%	=	D	= 600-699
59% or below	=	F	= 599 or less

MY TOTAL POINTS = _____/1000