CMM 308
Persuasive Communication
Writing Intensive
Spring 2011

INSTRUCTOR: Dr. Barbara J. Tarter (tarterb@marshall.edu)
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Classes, Office Hours, and Other Commitments:

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<th>Monday</th>
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<tr>
<td>11-12:15 FYS</td>
<td>12-1:00 Faculty Meeting</td>
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<td>12:30-1:45 FYS</td>
<td><strong>1:00 Office Hours</strong></td>
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<td>2-3:15 Persuasion</td>
<td>2-3:15 Persuasion</td>
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<td><strong>3:15-4:30 Office Hours</strong></td>
<td><strong>3:15-4:00 Office Hours</strong></td>
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<td>4:00 Faculty Senate-Once a Month</td>
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<td>6:00-8:00 Tri State Literacy Tutoring</td>
<td>6:30-9:00 Graduate Nonverbal CMM</td>
<td>6:00 Church Business Meetings - Periodically</td>
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Class Description: CMM 308 CRN 1898 - 2:00-3:15 MW

PREREQUISITES: One of the following or permission: CMM 103, CMM 104H, CMM 207, CMM 305, YGS 161, IST 101


COURSE OBJECTIVES

1. To understand the definition of persuasion as it relates to the “Media Age” (*Textbook, Class Discussions, Exercises, Exams*).
2. To apply persuasive theory to “real life situations” (*Project, Exams, Analyses, Class Discussions & Exercises*).
3. To analyze the effect of the media and other persuasive forms on our thoughts, attitudes, beliefs and values. (*Textbook, Class Discussion, Exercises, Analyses, Exams, Final Project*).
4. To demonstrate an improvement in verbal (*Class Discussions, Exercises & Final Presentation*), written (*Exams; Analyses; Final Paper*), and nonverbal (*Textbook, Final Presentation, Exams, Class Discussion & Exercises*) communication skills and strategies.
5. To increase critical thinking as it applies to the different facets of Persuasive communication (*Exams, Class Discussion, Exercises & Final Project*).
6. To explore the ethical and unethical use of persuasion (*Exams, Class Discussions & Textbook*).
7. To examine the use of language, visual images and other strategies of persuasion as they affect our perceptions (*Textbook, Class Discussions, Exercises & Exams*).
8. To develop a persuasive campaign using the theories of persuasion and to develop effective arguments based on appropriate reasoning and motivational appeals for a specific audience (*Classroom discussion, Exams, Textbook & Exercises*).
9. To recognize the persuasive impact that the media has on our beliefs, thoughts, attitudes, values and behaviors (*Class Discussions, Textbook, Exams, & Analyses*).
CLASS ASSIGNMENTS

This course meets the writing intensive requirement of the university. As a writing intensive course, assignments will be graded on both the content, as well as, the grammar and spelling. We will complete a draft for the first analysis but if you need additional assistance, please do not hesitate to contact me, as we can always complete multiple drafts.

DUE DATES: Assignments are due on the date and time indicated on the syllabus. Unless otherwise noted, please e-mail all assignments to tarterb@marshall.edu; please do not send assignments to Blackboard. You should receive an acknowledgement within 24 hours unless it arrives over the weekend, and then it may be a little longer. It is a good college practice to always keep copies of your work, both before and after grading, in case the assignment is accidentally misplaced by the instructor. Sorry, we make mistakes too!

LATE ASSIGNMENTS: The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. Assignments will not be accepted more than one class period late without special permission from the instructor.

ATTENDANCE: Attendance is required for the course. A student that has more than two unexcused absences during the semester (1 week of class) may lose a percentage of their final grade. Please see the university catalog for the definition of excused and unexcused absences.

STUDENTS with DISABILITIES: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

CLASSROOM RESPECT

Late Arrivals: Given the nature of the class, it is important that you arrive to class on time. Late arrivals can significantly distract the class and the instructor. If you must arrive late during a performance day, please wait until the speaker has sat down before entering the classroom.

Cell Phones: Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

Text Messaging: Please refrain from texting during class time. This is extremely distracting and disrespectful to the instructor and to other speakers, who expect your attention.

ACADEMIC DISHONESTY

Plagiarism: Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an “F” in the course and may be subject to further university discipline.

Cheating: According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another
person’s work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic “F” for the class and the possible recommendation of suspension or expulsion from the university.

COURSE REQUIREMENTS

Persuasive Analyses (3): Students will be asked to analyze three different media pieces of their choosing. This analysis may include any of the four different types of communication mediums: Oral, Written, Electronic and Hypermedia. Each analysis will include 4-5 typed pages and will answer the questions proposed by the represented chapters. All students must complete Group Analysis #1. Students must then complete two of the following four analyses. Students may choose to complete more than two analyses if they wish to improve a grade on a previous analysis.

(3 @ 10% = 30% of final grade)

Exams: The exams will consist of twenty essay questions given in advance. The questions will largely involve critical thinking and applying theory to “real life” situations. On the day of the exam, twelve questions will be drawn and ten of the twelve questions drawn will be answered by each student.

(2 @ 20% = 40% of final grade)

Persuasive Campaign: Students will develop individually or with a partner, a marketing plan aimed at developing a product, service, or other persuasive message. The campaign should require the audience to “take action”. The assignment will include both a written paper and an oral presentation. The written plan will include an 8-10 page (individual) or a 15-20 page (team) double-spaced paper, presenting the entire marketing campaign for the product, political campaign, service or other persuasive message. The oral presentation will last approximately 15 minutes (individual) or 25-30 minutes (team) and should include such things as audience analysis, written advertisements, television spots, speech excerpts, etc.

Consider the presentation of your campaign to a group that would fund the campaign—this might be as a representative of a large marketing firm to a client, as a consultant presenting to a school board, or even as a political consultant presenting to a candidate’s support team.

All campaigns must be approved by the instructor in advance. If students choose to partner with another student, then the grades will be shared on the paper, but the students will be graded individually for the presentation.

Paper = 15%  Presentation = 15%  (Total =30% of final grade)

TENTATIVE SCHEDULE

Week 1  January 10, 2011
Introduction to the course and to the definition of Persuasion in the Media Age
Chapter 1 - Persuasion in Contemporary Society
“Persuasion - What's the Difference?--Today and Yesterday”

January 12, 2011
“What’s In a Theory?”
Chapter 2 - Theories of Persuasion

Week 2  January 17, 2011
Martin Luther King Jr. Holiday - No Classes

January 19, 2011
“An Ethical Look at Persuasion”
Chapter 3 – Persuasion and Ethics in the Media Age

**Week 3**
**January 24, 2011**
“Adapting to an Audience”
Chapter 5 – Audiences and Attitudes
**Assignment:** VALS Survey - Page 147
**Assignment:** Draft Analysis #1

**January 26, 2011**
“Who’s in Power?”
Chapter 4 – Media Influences on Persuasion

**Week 4**
**January 31, 2011**
“Wag the Dog”

**February 2, 2011**
“Wag the Dog”

**Week 5**
**February 7, 2011**
“A picture is worth a thousand words”
Chapter 6 – Persuasion and Visual Images
**Assignment:** Analysis #1
**February 9, 2011**
“The Power of the Word”
Chapter 7 – Persuasion and Language

**Week 6**
**February 14, 2011**
“How does culture affect persuasion?”
Chapter 8 – Persuasion and Culture

**February 16, 2011**
Chapter 8 Continued

**Week 7**
**February 21, 2011**
“He Said, She Said”
Chapter 9 – The Persuasiveness of the Source
**Assignment:** Analysis #2
**February 23, 2011**
“Evidence demands a Verdict”
Chapter 10 – The Reasoning Process

**Week 8**
**February 28, 2011**
Exam #1

**Assignment:** Exam

**March 2, 2011**
“Why Get Emotional”
Chapter 11 – Motivational Appeals
Week 9  
**March 7, 2011**  
Motivational Appeals Continued  
**Assignment:** Analysis #3

**March 9, 2011**  
Let’s Get Started”  
Chapter 15 – Creating Persuasive Presentations

Week 10  
**March 14, 2011**  
Chapter 15 Continued

**March 16, 2011**  
“How Persuasion Can Change the World”  
Chapter 12 – Persuasive Campaigns and Movements

Week 11  
**March 20, 2011 – March 27, 2011 Spring Break**

Week 12  
**March 28, 2011**  
“They’ve Got You”  
Chapter 13 – Advertising  
**Assignment:** Analysis #4

**March 30, 2011**  
Chapter 13 --Continued

Week 13  
**April 4, 2011**  
The Persuasive Interview

**April 6, 2011**  
Assessment Day – Classes Cancelled

Week 14  
**April 11, 2011**  
The Persuasive Resume & Cover Letter  
**Assignment Due:** Analysis # 5  
**Assignment:** Material for resume and cover letter

**April 13, 2011**  
**Assignment:** ALL Persuasive Campaign Papers Due  
**Assignment:** Persuasive Campaign Presentations -Group 1

Week 15  
**April 18, 2011**  
**Assignment:** Persuasive Campaign Presentations-Group 2

**April 20, 2011**  
**Assignment:** Persuasive Campaign Presentations- Group 3

Week 16  
**April 25, 2011**
**Assignment:** Persuasive Campaign Presentations- Group 4

**April 27, 2011**

Class Wrap-Up
Grade Reviews

**Final Exam:** **Monday, May 4, 2011 12:45-2:45**

**Persuasive Analyses** The criteria for evaluating the analyses include the following: 1) correct spelling and grammatical choices (Please proofread!!), 2) appropriate application of persuasive theory, 3) insight into the intended persuasive message, 4) ability to objectively and critically evaluate the message and its source--clearly recognizing both the strengths and weaknesses of the persuasive message, 5) complete and thorough answers to each of the questions that are raised by the particular analysis, 6) ability to follow instructions for the assignment, 7) personal reflection on the application of the knowledge gained from the exercise, and 8) the overall quality of the answers to each question.

**Analyses (General Instructions)**

1. Students should read the analysis questions in advance of choosing a persuasive piece to analyze. A selection should be made based on the specific analysis that will be completed. This will make the analyses much easier to complete.
2. Each analysis should be 4-5 double-spaced typed pages. (Please note that the first page should not start half way down the page!)
3. Each analysis should clearly indicate the medium studied and include a copy of the document used. If the piece chosen is a website, please include the web address as well. Examples might include a copy of a magazine ad, a videotape of a TV show, a copy of an internet site, a copy of a speech, or a picture of a billboard. If this is impossible, then clearly list and describe the message and its source.
4. Please make sure to include your name at the top of the analysis—particularly if it is submitted electronically.
5. The analyses follow the chapters covered and the readings should be instrumental in completing the assignments.
6. If it is not possible to apply one of the questions to your selection, simply explain why the question does not apply to the medium observed.
7. All students will complete a draft of Analysis #1 and turn it in on or before January 24, 2011. The instructor will make comments on the draft but will not actually grade the assignment. Students will then have the opportunity to make the changes suggested and turn in the final analysis for a grade on February 7, 2011.
8. Drafts may be submitted for any later analysis provided that the instructor has sufficient time to review them.

**Analysis # 1 (Chapters 1-3) Assignment Due:** Draft – January 24, 2011
                              Final – February 7, 2011

1. How did the medium affect the persuasive message?
2. Identify the persuader and the intended audience.
3. How did the source of the message persuade the intended audience through the “coproduction of meaning”? (Page 17)
4. Identify the specific objectives of the persuader. (Pages 25-27)
5. How did the persuader use ethos, pathos, and logos to impact the audience?
6. Do you believe that this persuasive attempt was ethical? Explain
7. Apply the five guiding ethical principles to the medium. (Pages 88-90)
8. What would you have done to make this message more persuasive?

Analysis # 2 (Chapters 4-6)  
Assignment Due: February 21, 2011

1. How does the media channel affect the persuasiveness of the message? (Pages 106-115)
2. Would a different channel have been more effective? Explain.
3. How is the message adapted to the audience?
4. What are the demographics of the primary audience? What are the demographics of the secondary audience?
5. Which of the VALS profiles would be most attracted to this persuasive message? Explain.
6. How are the attributes of the visual symbols used to enhance the persuasive message?
7. Apply Paul Messaris’ (1997) theory to your media choice. (Pages 171-178)
8. How would you have changed this message to make it more persuasive?

Analysis #3 (Chapters 7-9)  
Assignment Due: March 7, 2011

1. Was language used to maximize the persuasive effects of this message?
2. How can “Burkean Dramatism” be applied to the message of your selection? (Pages 193-200)
3. How was “cultural scanning” reflected in the development of this persuasive message? (Pages 220-221)
4. Which cultural beliefs, values and behaviors are reflected by this message? Explain.
5. Who is the actual source of this message? Can you tell this from the message? If not, how do you know?
6. Is the image of the source of this message credible? What do you base your perceptions on?
7. How would you have improved this persuasive message? Explain.

Analysis #4 (Chapters 10 & 15)  
Assignment Due: March 28, 2011

1. What is the thesis statement of this persuasive message?
2. How are motivational appeals used in this message? Are these appeals enhanced through visual images? Explain.
3. Apply Toulmin’s model of Reasoning (Pages 274-288) to this persuasive piece. Do you believe that the arguments are effective based on this model?
4. Which components of Toulmin's model are explicit and which are merely implied?
5. What tests of reasoning might you apply to this persuasive medium? Based on these tests, are the arguments valid?
6. What premises and evidence are used by the persuader? Are they effective?
7. What strategic decisions did the persuader use in developing the message? (Pages 435-438)
8. Would you have made different strategic decisions than the persuader? Why?

Analysis #5 (Chapters 11, 13, & 14) Assignment Due: April 11, 2011

1. How was the message targeted to the primary audience?
2. What challenges did the persuader face with this message?
3. Was the medium selected, the best for this message? Explain.
4. Which of Aristotle’s emotional appeals were tapped by this persuader? (Page 309)
5. Which of Rokeach’s values were used by this persuader? Were they effective?
6. Who is the primary audience for this message? How did the persuader respond to the challenges inherent in this audience?
7. Identify any techniques used by the persuader based on Marwell & Schmitt’s theory. (Pages 387-389)
8. How would you have enhanced this persuasive message?

Final Paper and Presentation

Final Paper: The criteria for evaluating the final paper will include the following: 1) an idea that would make a significant difference to the audience, 2) appropriate audience analysis 3) creativity in the development of the persuasive messages, 4) comprehensive marketing plan, 5) level of planning and preparation of the project, 6) insight into the development of the persuasive messages, 7) appropriate application of persuasive theory throughout, 8) the lack of typographical and grammatical errors, 9) personal reflection on the strengths and weaknesses of the campaign 9) and the quality of the overall campaign.

Final Presentation: The criteria for evaluating the final presentation will include the following: 1) clear organizational structure, 2) involvement of the team if the project is completed by two members, 3) presentation effectiveness as it relates to the insight into the overall persuasive process, 4) visual aids where appropriate, 5) inclusion of persuasive theory where appropriate, 6) completeness of the campaign, 7) ability to follow the instructions for the specific assignment and 8) the overall quality of the presentation to include verbal and nonverbal communication variables.

Additional information for the campaign will be provided in class.

*The syllabus is subject to change based on the needs of the class and the instructor.*