

**COM 3321: PRINCIPLES OF PERSUASION
FALL 2021**

Instructor: JongHwa Lee, Ph.D.

Office: Library Building 306P

Office Hour: M (10:30 AM–2:00 PM & 3:15–5:45 PM) & T (8:00 AM–12:00 PM)

Phone: 325-486-6080

E-mail: JongHwa.Lee@angelo.edu

Course Description:

Communication Studies has a long tradition of explaining, applying, and critiquing persuasion in our everyday experiences. By drawing upon this rich history of various traditions (rhetorical, scientific, and critical; classical as well as contemporary), this class explores the centrality of persuasion in our lives – in personal, professional, and political spheres – in advertising, marketing, conflict resolution, political campaigns, social movements, etc. Thus, this course highlights the centrality of persuasion, applies various theories of persuasion, and discusses ethical/social implications, by examining (1) the driving forces (e.g., psychological, political, economic, etc.), (2) the inter-related factors (e.g., speaker, message, media, audience, context, etc.), and (3) the consequences and ramifications (e.g., ethical, social, cultural, etc.) of persuasion and persuasive phenomena.

To achieve this goal, I plan to engage in extensive dialogues with each one of you. This should be seen as a collaborative effort, where we learn from each other, question each other and ourselves. The obligation this places on each one of us is to arrive at each class having carefully (rather than casually) read the materials assigned, raised our own questions about those materials (in terms of “what is going on here?” and “why would s/he claim that?” and “how is this applicable to my life?”).

Student Learning Outcomes:

- Critical Thinking Skills (CT): Gather, analyze, evaluate, and synthesize information relevant to a question or issue; Develop and demonstrate a logical position (i.e., perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.
- Communication Skills (CS): Develop, interpret, and express ideas through effective written, oral, and visual communication.
- Teamwork Skills (TS): Consider different viewpoints as a member of a team; Work effectively with others to support and accomplish a shared goal.
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national, or global communities.
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making.

Required Readings:

Jones, J., & Simons, H. (2017). *Persuasion in society* (3rd Ed.). New York: Routledge.

Course Evaluation:

Application Papers	150 points (50 points each X 3 papers)
Midterm Exam	100 points
Final Exam	100 points
Participation	50 points
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Total	400 points

Grading Scales:

A=400 – 360 B=359 – 320 C=319 – 280 D=279 – 240 F=239 – 0

COURSE POLICY**Use of Masks/Facial Coverings in Class:**

While face coverings/masks are optional, for those who have not been vaccinated, face coverings are highly recommended to prevent the spread of COVID-19. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. In other words, facial coverings have been an effective part of the COVID-19 management strategy, which can support our efforts to continue operations without disruptions and provide as traditional of an educational experience as possible. Therefore, wearing masks in class is strongly encouraged and highly recommended.



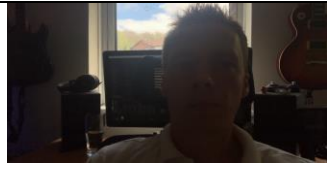



Course Hybrid, Participation, & Etiquette:

This section of COMM 3321 is designed for a hybrid form – ‘face-to-face’ meeting in-class as well as online virtual meeting. Yet, either in-class or online, this class is a participation intensive course. The classroom (virtual or on-site) is a special environment where students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions, while being fully present.

Being fully present (psychologically, intellectually, and physically) may sound common sense for a precondition for good participation. Yet, new educational environment via online technologies add unforeseen challenges – we are barely starting to understand the implications of virtual/e-learning environment. Despite the differences in the modes of communication (in-class or online), every classes are held with the highest professional standards and utmost respect for the purpose of everyone’s learning and growth. Therefore, consider your personal online station (wherever you access class virtually – be it your home, dorm room, library, etc.) as an extension of actual classroom and real/live

class – organize your surroundings, prepare for full participation, and be mindful of nonverbal signs (of yourself and your settings).

Here is one tip to think about nonverbal signs of ‘camera framing’ – to give an impression that you are fully ready and available to contribute! Here are some examples of bad camera frames – either offering partial view (e.g., forehead), if at all, or mismatching eye-levels, or bad lightings – giving out the nonverbal impression that the speakers are not fully available/present to engage.

		
		
Partial View Incorrect!	Ceiling View Incorrect!	Too Dark or Too Bright Incorrect!

Here are some examples for good camera frames – showing the speakers are fully present & available, ready to make eye-contact and participate. Again, be mindful of nonverbals!



[Tip: For more information, search google – there are many online texts or youtube contents to explain “how to look good, or better, on zoom.”]

Blackboard:

We will be using Blackboard to conduct major parts of this class, and it is your responsibility to ensure that you can access and navigate this site. Please visit <https://help.blackboard.com/> for online tutorial for Blackboard, for more information about Blackboard.

Your weekly learning materials may be provided in the **Content** as well as through the **Announcement**. A typical week will include reading the assigned reading and/or viewing the supplemental materials, as well as posting assignments and responses in the **Discussion** area. Contact ASU IT if you have any technical problems.

Technology Support at Angelo State IT Service Center:

Students are expected to have access to a reliable computer with an Internet connection, with necessary software (MS Word, PowerPoint, Adobe Reader, Media Player, Quicktime, etc.), and a camera (to record your speeches; cell phone video cameras are just fine). If you have any technological issue or concern, please contact the ASU IT Service Center:

Address: ASU Station #11020

Website: <https://www.angelo.edu/services/technology/support/>

Walk-up: Mathematics-Computer Science Building #111

Phone: (325) 942-2911

Toll Free: 1-866-942-2911

To Open a Support Ticket: ITSupport@angelo.edu

For General Questions: ServiceCenter@angelo.edu

Important: Make sure your technology enables you to watch, join, and participate in the class. If you find your usual online connection spot has technological difficulties (for example, issues of bandwidth that doesn't allow you to listen and talk effectively, background noise, lighting problem, microphone trouble, etc. – in short, any kind of difficulties in participating in the class – you may need to find a different spot or find technological solutions. Again, if you experience tech troubles that prevent you from joining the class or making yourself fully present/available, seek help from the ASU IT center for any tech problems.

Format for Writing Assignments:

Students should upload written assignments in one of these formats: .doc, .docx, or (Mac users) Rich Text. Do not send your paper that may require additional 'permission' to read your paper (e.g., Google Doc Share, MS Word Share, etc.). The file name should start with YOUR NAME and should identify the assignment (e.g., Joe (or Joanne) Student, Reflection Paper #1). Please preview your final version before you submit it – make sure it appears exactly in the way you like it to be shown (PDF format is one way to ensure it). Again, do not submit work without your name and identifying information on it.

Late Tests & Late Assignments:

If you miss a test due to an excused absence (e.g., official university business, hospitalization, funeral of close family members, etc.), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student's responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.

Similarly, all assignments must be submitted by the due date/time. Any paper that is not in my possession/access by when it is due is considered "late submission." This includes

any papers put in wrong folders or papers sent to wrong email address. The late submission will have 10 points deducted in every 24-hour period.

Note: Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission. For your final version, however, I focus on grading (than offering suggestions for change).

Note: When you turn in your assignments (or any inquiry) via email, I will acknowledge my receiving of your email. Please give a day or two, but if you still don't hear from me (a short reply email of receipt that I got your email), please send me an email again.

Grading:

At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 359 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, however, I will give you a number of opportunities (e.g., writing reaction papers; see below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (360) to earn an A.

Note: Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student's performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

Extra Credit Assignments:

During the semester, I will provide several opportunities for extra credit points (worth a total of 20 points) – for example, you may write reaction papers for attending university events. Points earned from these reaction opportunities will simply be added into your total accumulation of points for the class. Therefore, missing or not doing reaction papers will not hurt your grade but help your grade.

Grading Concerns:

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. After 24 hours have elapsed, I will be happy to address any grading concerns you might have. All grading concerns MUST be addressed WITHIN TWO WEEKS after the assignment is returned.

Academic Misconduct & Honor Code Policy:

Plagiarism in your speech will result in a zero for the speech and will result in an 'F' in the course regardless of your numerical average, and the instructor may pursue additional

measures. Speeches are to be the original composition of each student. Outside sources are required for each assignment with proper verbal citation in the speech and in a bibliography as required.

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student's own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

Religious Holiday Observance:

- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.

Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic* at 325-942-2171, *Counseling Services* at 325-942-2371 or the *ASU Crisis Helpline* at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Disability Statement:

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student's responsibility to initiate such a request by contacting:

Dr. Dallas Swafford, Director of Student Development,
University Center Suite 112B,

Phone: 325-942-2047, or Fax: 325-942-2211

E-Mail: dallas.swafford@angelo.edu

Tentative Course Schedule:

DATE	TOPIC	MATERIAL	ASSIGNMENT
Week 1 (8/23 & 8/25)	Orientation		
Week 2 (8/30 & 9/1)	Study of Persuasion	Ch. 1	
Week 3 (9/6 & 9/8)	Psychology of Persuasion	Ch. 2	• Labor Day (9/6)
Week 4 (9/13 & 9/15)	Persuasion Broadly Considered	Ch. 3	
Week 5 (9/20 & 9/22)	Coactive Persuasion	Ch. 4	• Everyday Persuasion Analysis Paper
Week 6 (9/27 & 9/29)	Resources of Communication	Ch. 5	
Week 7 (10/4 & 10/6)	Framing & Reframing	Ch. 6	• News Analysis Paper
Week 8 (10/11 & 10/13)	Cognitive Shorthands	Ch. 7	
Week 9 (10/18 & 10/20)	Reasoning & Evidence	Ch. 8	• Midterm Exam (10/20)
Week 10 (10/25 & 10/27)	Going Public	Ch. 9	• Public Address Analysis Paper
Week 11 (11/1 & 11/3)	Persuasive Campaigns	Ch. 10	
Week 12 (11/8 & 11/10)	Political Campaigns	Ch. 11	• Communication Campaign Analysis Paper
Week 13 (11/15 & 11/17)	Product Advertising	Ch. 12	• Advertising Analysis Paper • NCA
Week 14 (11/22 & 11/24)	Persuasion in Social Conflict	Ch. 13	• Thanksgiving Break (11/24 – 11/26)
Week 15 (11/29 & 12/1)	Leading Social Movements & More About Ethics	Ch. 14 & 15	• Social Movement Analysis Paper
12/6			• Final Exam (3:30 – 5:30)

Course Assignments

Throughout this course, there are two (main) kinds of assignments and projects – Exams (Midterm & Final), and Application Papers (Pick Three). These assignments/projects are designed to help you develop conceptual knowledge as well as practical skills in various communication contexts.

- **Application Papers (Pick THREE – 50 points each)**

Individual essays analyze examples of persuasion by applying theories/concepts that we learn in class. Although your final version of paper must have a clear organization (structure) of Introduction (with a clear thesis statement and a preview), Body, and a Conclusion, the main part (substance) of your essay has primarily four components – **Description, Explanation, Application, and Evaluation (DEAE)**. (1) **Description** (of your example): Your paper should begin with a clear and detailed description of the example/artifact of persuasion. (2) **Explanation** (of your theory/concept): Pick at least **TWO** theories/concepts from the textbook, explain what they are, and justify how/why these theories/concepts are appropriate for your topic of consideration. (3) **Application** (analysis of your example, by applying your theory): Apply your theories/concepts to your example, to analyze how persuasion works in/with your example. In applying these theories/concepts, you should not assume that I am a highly knowledgeable reader. That is, you should be very detailed and thorough in your application of the theory. Do not simply assume that I will make the connections for you. It is always safer for you to assume that I know too little rather than to assume that I know too much. (4) **Evaluation** (of your findings): Discuss the implications of your main points (learned from your analysis) – how/why what you learned ‘matters’ (socially, politically, culturally, theoretically, etc.) – how/why others should care about your points (arguments, insights, findings, etc.).

Your paper will be 4-5 pages in length, type-written (12-point font), double-spaced, and stapled. Be prepared to give a short presentation in extemporaneous, professional, and engaging style on the day it is due.

I. Everyday Persuasion Analysis Assignment (due – 9/22)

Explore your everyday life with a keen eye for persuasion – where is persuasion, what is persuasive, and how and why is it persuasive? Identify an example of persuasion in/around from your life, take a picture of it, and discuss how/why it is persuasive, by applying at least **TWO** theories/concepts from Chapters 1 through 4. Follow the paper instructions above (DEAE-Model), and attach a copy of your picture.

II. News Analysis Assignment (due – 10/6)

Locate a news article (from campus, local, inter/national newspapers) that discuss a significant public event (or public debate, controversy, or concern), make a copy of the article, and analyze its persuasive implications, with at least **TWO** theories/concepts from Chapters from 5 through 6. Again, the point is to **ANALYZE** (by applying persuasion theories) your artifact, to demonstrate how/why it is persuasive, with what implications.

Follow the paper instructions above (DEAE-Model), and attach a copy of your news artifact.

III. Public Address Analysis Assignment (due – 10/27)

Watch/listen to a public speech, and analyze its persuasive implications, with at least TWO theories/concepts from Chapters 7 through 8 and 9. Your example of speech can be found in online/YouTube (for example, American Rhetoric Top 100 Speeches: <https://www.americanrhetoric.com/top100speechesall.html>), or our library provides numerous resources/examples of public speeches (Vital Speeches of the Day: <https://phl.angelo.edu/vwebv/holdingsInfo?bibId=890903>), or (Great Speeches Series: https://fod-infobase-com.easydb.angelo.edu/p_Collection.aspx?seriesID=30420). Follow the structure of DEAE model (explained above) for the organization of your analysis paper, and attach a copy of the speech manuscript.

IV. Campaign Movie Analysis Assignment (due – 11/10)

Assume that you have the opportunity to step into a scene in a film in which you identify a problem/issue of political (or communication) campaign in-action in the storyline (fictional or documentary film). While you follow the basic organization of paper explained above (DEAE-Model), this time, you will write a letter (style) to a character in the film – analyzing the situation (persuasion problem that the character is going through) with your persuasion theories/concepts from Chapters 10 and 11, and suggesting ways to better understand the situation or improve it (or solve the persuasion problem) within the film.

V. Advertising Analysis Assignment (due – 11/17)

Locate an advertisement (from magazines, newspapers, website, etc.), make a copy, and analyze its persuasive implications, with at least TWO theories/concepts from Chapter 12. In analyzing your advertisement, ‘show’ (than ‘tell’) ‘how/why’ the advertisement ‘works’ persuasively – to sell its product, service, or ideas – or to promote ideologies of values, ideals, & identities, for example. You may also discuss how idolatry, iconology, narcissism, totemism, or mise-en-scene ‘work’ in its persuasion. Or, you may also focus on how hypercommunication or anti-ads style shape today’s process of advertisement. Follow the paper instructions above (DEAE-Model), and attach a copy of your artifact.

VI. Social Movement Analysis Assignment (due – 12/1)

Find an example of what you would label a social movement (one that interests or concerns you), and analyze the rhetoric of a movement or movement leader. Apply at least TWO theories/concepts primarily from Chapters from 13 through 15 (you may use the RPS model, or other theories or concepts). You may choose to analyze your example of social movement more historically – you may have to study its history to provide a clear context of your social movement, or you may focus on specific/particular speeches, visual texts, or other artifacts/media that made significant impacts or turning points in the social movement – to discuss how such choice was (in)effective, (in)appropriate, or (not) Strategic in overcoming its Problems, to accomplish its Requirement. Like other application papers, the structure of your paper should follow the DEAE-Model.

General Criteria for Grading Papers

“F” – Answer reveals you really have no clue what is going on, or are so carelessly inattentive to matters of style as to write an incomprehensible response.

“D” – Answer reveals less than adequate understanding of theory, concept, or other relevant information. Answer may also misapply concept, use an inappropriate or weak example in attempting to clarify an explanation, or may ramble on in the hope that something will eventually hit the intended target. Answer also may be more or less on target, but carelessly or sloppily written/proofed.

“C” – Answer provides an on-target recitation of the correct material from the text or other sources being consulted. Answer meets the basic expectations with respect to number of outside sources, or other conditions of a specific assignment. The writing, while clear and comprehensible, is otherwise non-exceptional, or gives evidence of inattention to basic matters of grammar, punctuation, and spelling.

“B” – Answer is not only on-target, but is written in a clear, well-organized style, with few errors (and indicates attention given to correcting spelling or punctuation mistakes). In addition, examples illustrate thought beyond recall or recitation of a text’s commentary and add to the overall understanding of the theory, concepts, or other materials being evaluated. There is evidence of having gone beyond the text to consult other sources of information that might be relevant.

“A” – Answer goes beyond that required for a “B” response to indicate critical analysis, offering evidence of a cogent, well-reasoned defense of a position or argument that is advanced relative to the object under consideration. In other words, the answer reveals a clear authorial voice in command of the material. In addition, the style is elegant, indicating careful attention to presenting a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional thinking.

Note: These standards apply as general guidelines for the evaluation of assigned papers. As should be clear, inattention to matters of style/format will result in a corresponding decrease in a grade, even when content is otherwise clear and on-target. As a further explanation of these criteria, consider the following comments:

- A “C” answer is a good answer – It simply does not do any more than is being asked.
- A “B” answer is a better answer, but does not reveal depth of analysis that would be required to be considered exceptional.
- An “A” is an exceptional piece of work. Simply understanding the material is not the equivalent of an “A.”

Note: Use this as a checklist for paper assignments. This checklist contains the same information as the general criteria for grading papers explained above. Make sure you work on drafts and receive my feedbacks. I can offer more and fuller feedbacks on drafts than the final version of the paper (submitted for grading).

Paper Assignment

Name: _____

Grade: _____

	Need Improvement	OK	Well Done
1. Clarity of Central Argument/ Thesis/Position:	_____	_____	_____
2. Well-Reasoned Defense of Thesis/Position:	_____	_____	_____
3. On-Target Articulation of Theories:	_____	_____	_____
4. Critical Analysis:	_____	_____	_____
5. Adding/ Stimulating New Thoughts:	_____	_____	_____
6. Clear Authorial Voice in Command of the Materials:	_____	_____	_____
7. Organization of Paper:	_____	_____	_____
8. Appropriate Style/Format:	_____	_____	_____
9. Comment:			