

# SCOM 3250: PERSUASION - CTW

SUMMER 2018

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Office # XXX

Office Hours: TR Xp-Xp or by appointment

## Course Description

The purpose of this course is to introduce students to the study of persuasion by examining theories of persuasion and their practical application. It will explore both rhetorical and social science traditions while emphasizing critical thinking and writing. Issues examined will include (but will not be limited to) motives and values, the role of context, effective use of language, political campaigns, social movements, and propaganda. We will take a diverse and intersectional approach to this study, reflecting upon differences between cultures, races, genders, and age groups in regards to persuasion.

## Course Objectives

To understand current theories and research of persuasion  
To identify covert and overt messages, ethical and unethical persuasive messages  
Define key terms and concepts related to the study of persuasion  
Critically assess and evaluate persuasive messages (verbally and written)  
Understand diverse and intersectional methods of persuasion

With successful completion of the course, you should also be able to write effectively and critique the content, structure, and style of oral, written, and/or mediated messages.

## Course Requirements & Grading

### REQUIRED MATERIALS

#### Textbook

You need the 3rd edition of the book listed below.

Herbert W. Simons & Jean G. Jones. 2017. *Persuasion In Society (3rd ed)*. Routledge. ISBN-10: 1-319-05851-5.

The paper version of this book is available on Amazon for less than \$60. It is also available for rent on Amazon for less than \$30.

Other articles will be assigned to accompany the text book.

#### Technology

Students must bring a laptop to class daily.

## ASSIGNMENTS:

### Reading Responses (5 x 100 points each):

Each student is required to complete 5 reading responses (2 Pages, Double Space, Times New Roman, 1-inch margin, No spaces in 3 line header, additional page for discussion question and additional page for references). The reading responses are completed in response to the assigned reading for that week. These are evaluative and critical assessments of the reading that:

- a. Follow the required format (Note: Writing must be no more or less than 2 pages)
- b. Notes what you found particularly interesting in the reading or evaluates the position of the reading.
- c. Argues a specific thesis point
- d. Includes at least 1 specific case or example to support the thesis
- e. Includes references to the reading or additional material that has been used to support the argument.
- f. Raises at least 1 high quality Discussion Question that reveals a sophisticated understanding of the assigned reading.
- g. Includes a reference page in APA citation format.

The day you are required to turn in your Reading Response for the week, you are also required to be prepared to discuss your response with the class and raise your discussion question. Pending time restrictions, 2 to 3 students will be randomly chosen to present the topic of their paper and lead the class discussion with their discussion question. All students need to be prepared to be randomly chosen to discuss their paper. Note: Though not required, if you would like to include a video or visual with your discussion, please let me know ahead of time so that we can adjust for time limits.

Late Reading Responses: Reading Responses are due on their required dates at the beginning of class. Responses will receive a 10 point deduction for each day that they are late.

Reading Response Resubmission: At the end of the semester you will be allowed to resubmit 2 of your responses for an adjusted grade. If your response received a late deduction, the late deduction still applies after the resubmission.

### Team Class Presentation (200 points total):

Each student is required to complete 1 team class presentation of a nonconventional way of looking at persuasion. Students will be placed into groups and assigned one of the following topics:

- a. Corporeality/Performance Studies – studies of bodily persuasion
- b. Material Culture – Persuasiveness of objects
- c. Space and Place – Persuasiveness of spatial arrangements
- d. Public Memory
- e. Intersectionality – gender, race, sexuality, age, income, etc.
- f. Critical Race Theory

Essay (100 points): The group will write an essay (2 pages, Double Space, Times New Roman, 1-inch margin, No spaces in 3 line header, additional page for references). The essay will give background on this nonconventional way of looking at persuasion, including examples, advantages, limitations, and the future of this research.

Presentation (100 points): The group will also present this topic on an assigned date. The presentation can be interactive, PowerPoint, video, etc. It must give the class an understanding of the nonconventional way of looking at persuasion. On the week that you complete your team class presentation, you will not have a Reading Response paper due.

### Participation:

This course is designed as a discussion course, not a lecture course. Therefore, all students will be expected to come to class each day prepared to engage in active discussion of the reading material. You will lose points if you do not participate. Discussion may take the form of small group discussions or large discussions including the entire class, interactive activities, or participation. The quality of participation will be based upon:

- a. Argumentation skills (clear claims followed by evidence taken from the reading or other sources)
- b. Following skills (the ability to build constructively upon the arguments of others)
- c. Gatekeeping skills (effective turn taking – not “hogging the floor” and not remaining silent either)
- d. Reading skills (students must demonstrate they have done their reading prior to class)

### **ATTENDANCE:**

Attendance is expected and required. Documented proof of an excused absence is necessary. Excused absences include military service, jury duty, and documented illnesses. Since participation is a major portion of your grade, you must be in attendance to maintain a strong participation score. Unexcused absences can result in a decrease on your participation score).

### **GRADES**

The focus in this class is on providing you with a number of different opportunities to demonstrate your media acumen. All individual grades will be given in terms of points toward your final grade, in the following manner:

Reading Responses (5x100)	500 points
Team Class Presentation	200 points
Participation	<u>100 points</u>
Total:	800 points

To calculate your final grade, take your total points and divide by 10. Grades will be given on the following scale: 6/28

A+ 96.50 & above	A 92.5 - 96.49	A- 89.5 - 92.49
B+ 86.5 - 89.49	B 82.5 - 86.49	B- 79.5 - 82.49
C+ 76.5 - 79.49	C 71.5 - 76.49	C- 69.5 - 71.49
D 59.5-69.49	F 59.49 & below	

For the grades ending in .95, I will round up if and only if the student's **final grade** is above X.95. So, for example, I will round 89.95 up to a 90, but I will not round 89.94 up at all. If you have any questions about your grade at any time, just ask me.

## Tentative Calendar

WEEK	DATE	Topic	Reading
1	T 6/5	Review the Syllabus What is persuasion? Methods of Studying Persuasion	Chapt 1 p. 3-21
	R 5/7	What is persuasion? Defined Reading Response Expectations	Chapt 1 p 28-32 <i>Excerpt from Gorgias</i> <i>Stiff &amp; Mogeau, 2016</i>
2	T 6/12	<b>Reading Response #1 Due</b> What determines the likelihood of being persuaded? The Psychology of Persuasion	Ch. 2 p. 38-64 <i>Katz, 1960</i>
	R 6/14	What determines the likelihood of being persuaded? The Functional Approach to the Study of Attitudes	<i>Katz, 1960</i>
3	T 6/19	<b>Reading Response #2 Due</b> How does communication shape ideology? Persuasion Broadly Considered	Ch. 3
	R 6/21	<b>Team 1 Presentation</b> Strategies of Persuasion: Emotion, Source Factors, Identity and Identification	<i>DeStano et al, 2004</i> <i>Li J and Zhan, 2011</i>
4	T 6/26	<b>Reading Response #3 Due</b> Strategies of Persuasion: Framing and Language	Chapter 6 Optional: <i>Selections from Frank Luntz</i>

	R 6/28	<b>Team 2 Presentation</b> Strategies of Persuasion: Narrative and Metaphor	<i>Fisher, 1984</i>
5	T 7/3	<b>Reading Response #4 Due</b> Persuasion in Context: Analyzing Product Advertising	Ch.12
	R 7/5	Persuasion in Context: Popular Culture	<i>Pajares et al, 2009</i> <i>Martino et al, 2005 (skim)</i>
6	T 7/10	<b>Reading Response #5 Due</b> Persuasion in Context: Social Conflicts	Ch. 13
	R 7/12	<b>Team 3 Presentation</b> Persuasion in Context: Staging Political Campaigns	Ch. 11
7	T 7/17	<b>Reading Response #6 Due</b> Persuasion in Context: Social Movements	Ch. 14
	R 7/19	<b>Team 4 Presentation</b> Persuasion in Context: Social Movements	Polletta, F. (2006). <i>It was Like a Fever: Storytelling in Protest and Politics.</i>
14	T 7/24	TBD	

# GEORGIA STATE UNIVERSITY POLICIES

## Drops, Adds, and Withdraws

	<b>Full Semester</b>
<b>Classes Begin</b>	
<b>Late Registration Ends</b>	
<b>Tuition &amp; Fees Due</b>	
<b>Last Day to Withdraw</b>	
<b>Classes End</b>	

## Withdrawals

<http://registrar.gsu.edu/registration/withdrawals/>

## Incomplete Grades

The grade of “I” (Incomplete) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an “I,” a student must: a) have completed most of the major assignments of the course (generally all but one) and b) be passing the course (aside from the assignments not completed) in the judgment of the instructor. When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the student’s responsibility to inform the instructor in person or in writing of the reason. The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an “I” are established by the instructor.

## Disability Services

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan, and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

# **POLICY ON ACADEMIC HONESTY REPRINTED FROM THE GEORGIA STATE UNIVERSITY STUDENT HANDBOOK**

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

## **2. Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

**Plagiarism.** Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone



else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or with assistance from Georgia State University Student, another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

## **POLICY ON ACADEMIC DISHONESTY – SPEECH**

The faculty in Speech and the Department of Communication take academic dishonesty in all its forms very seriously. Academic dishonesty includes, but is not necessarily limited to plagiarism, cheating, unauthorized collaborations, falsification, and multiple submissions. Both taking and providing information may be acts of academic dishonesty. You can find information about these forms of dishonesty in the University Policy.

There are some forms of dishonesty that are especially relevant to the Speech classroom. We are including some examples of these forms; they are not meant to be exhaustive, but are things to which Speech students should be especially attentive. Speech students are often required to give speeches as part of their course grade. Students should therefore be aware of the fact that giving a speech originally crafted by another person as if it was their own is an act of academic dishonesty. Any representation of another person's work as your own is an act of academic dishonesty. For example, Speech students often produce Power Point or other technologically based materials to assist in presentations. Students must be aware that all images available on the web are not necessarily in the public domain, and that they can only use images that are public. Images, like other forms of text, may be subject to copyright, and students should make sure that any images, like any other forms of text, are appropriate and available for use by the public under fair use policies. Speech students must make good faith efforts to ensure that the information they present—in either written or oral ways—is true and accurate. It may make a speech or a paper more interesting if you invent examples or sources, but doing so is dishonest. Sometimes, instructors will assign work to small groups in the Speech classroom. Failing to do your fair share of the work in such contexts is an act of academic dishonesty, especially if the grade is based on the work product of the entire group. Any time you allow other students to do your work for you—whether in an individual or a group context, you are being dishonest.

Lying to an instructor in order to improve a grade—whether the lie concerns the mythical death of a family member, a dog's consumption of homework, or any other bending of the truth in order to avoid the consequences of failing to do the work of a course, any such misrepresentation is an act of academic dishonesty.

Above all, students should be aware that failing to report cheating in any of its forms is an act of academic dishonesty as well. If you knowingly allow another student to cheat, you are implicated in that cheating. It is not the instructor's responsibility to "catch" students; it is everyone's responsibility to maintain an atmosphere of honesty and trust in the classroom. Academic honesty is a commitment to the values of responsibility and respect; allowing others to abrogate those values makes you guilty as well. These examples are intended to provide students with a way to think about the responsibilities of engaging in the discipline of Speech Communication. Academic dishonesty is not limited to the straightforward examples of cheating on tests or essays. You should think through your actions and behaviors in and outside of the classroom to make sure those actions are in compliance with the highest standards of integrity and honesty. When in doubt, ask your instructor.