2018 Fall PERSUASION
Course Number: 3330_001 CRN 70550
Location: BH-207
Meeting Times: MW 10:00 – 10:50AM

Instructor: Dr. Anli Xiao
Office: BH 372
Email: anli.xiao@tamucc.edu
Phone: 361-825-2729
Office hour:
Monday 12:30 – 2:30PM
Wednesday 12:30 – 2:30PM
Friday 12:30 – 1:30PM

Course Description
Persuasion is a three-credit course that focuses on the art and science of persuasive communication. This course will include instruction on the process of persuasion, various theories, programs of research, and the role that persuasion and social influence play in a variety of contexts that include political campaigns, organizations, classrooms, and everyday interaction.

Learning Objectives and Outcomes
Upon successful completion of this class, students should be able to:
- understand persuasion in a mass communication context
- describe and analyze persuasion techniques and theories used in various communication materials and campaigns
- explain scholarly articles and apply findings to practical settings
- design a persuasive proposal for a client by applying theories and techniques discussed in the class

Required or Recommended Readings

Additional required readings will be posted in the “required additional readings” folder on Blackboard
Course Assignments and Grade Distribution

**Attendance. 2 pts each, 48 pts in total.**
Attendance is mandatory and will be taken for each class. Each attendance is worth 5 points.

**Reflection memo. 10 pts each, 180 in total.**
During weeks when there are reading materials assigned, students should write a short weekly reflection memo (minimum 400 words) and submit it on Blackboard. In the reflection memo, students should integrate reading materials and class content with practical experience. Students should discuss how persuasion theories and techniques are applied in practical settings, or how practices reflect or diverge from theoretical findings. Students can also discuss how theories and techniques may or may not apply to new communication practices and phenomena. Other types of discussions that are relevant to the class content are welcome. In addition, at the end of the memo, students should include two items – a relevant question that can be used for class discussion and a short description of something you do not understand in the readings.
Reflection memos are due on Saturdays at 11:59pm.

**Persuasive design proposal. 150 pts.**
This assignment intends to help students apply theories and frameworks to practical settings. Based on the persuasion theories and techniques discussed in this class, each student should 1) describe a context (a topic, a problem or phenomenon) that is relevant to mass communication; 2) discuss why mass communication and persuasive communication might help with the topic, resolve the problem or change the phenomenon; 3) relate the topic, the problem or phenomenon to relevant theories, frameworks, and techniques discussed in class, and detail how exactly persuasive communication could help. Students should come up with a list of strategies and recommendations and explain why and how these strategies and recommendations can be successful in that context. More instructions are posted on Blackboard.
Proposals are due on December 12 at 11:59pm.

**Exams. 100 pts each, 200 pts in total.**
There will be two in-class exams. Students should be present to finish the exams.

**Grade Distribution**
A = 520 - 578  
B = 462 - 519  
C = 405 - 461  
D = 347 - 404  
F = 346 and lower
Classroom and Learning Expectations
In this class, students are expected to:
- attend the class on time and stay for the entire class
- actively listen, think, and reflect on class materials and ideas and thoughts shared in the classroom
- actively participate in class discussions
- respect others and foster a safe learning environment
- limit cell phone use for emergencies only
- use laptops to take notes only, not to browse the Internet, check on social media, shop or email

Course Policies and Procedures

Attendance
Attending the class is mandatory. Unexcused absence will result in 2-point deduction of attendance.
Only situations that are genuinely unavoidable will be considered excused. Situations that are considered NOT unavoidable include weddings, friends and/or family members’ birthdays, leaving early for vacations, etc. Foreseeable absences (i.e. religious holiday, excused university activity) are only considered excused if the student informs the instructor in advance. Unforeseeable absences (i.e. extreme illness, family emergency) should be explained as soon as the student returns to the classroom. Students are responsible for informing the instructor about their excused absences and providing related proofs.
Assignments missed during excused absences should be made up within one week after the deadline to avoid penalty. Work missed due to unexcused absences may not be made up. Students are responsible for obtaining the information covered in class.

Late Work and Missing Assignments
Assignments’ due dates are listed in the course schedule unless otherwise notified by the instructor. If you fail to submit your assignment on time, the assignment is considered late. Normally, students may have up to one week to make up the assignment; each calendar day the assignment is late will result in 10% deduction of the grade of that particular assignment. Beyond one week, the assignment is considered missing and may not be made up. Students should discuss with the instructor if he/she genuinely needs more than one week to make up the late work due to unavoidable reasons. Late work or missing assignments due to unexcused absences may not be accepted.

Exams
There will be two in-class exams. Students should be present to finish the exams. Travel plans must be made with the exam schedules in mind. If students fail to show up for exams due to unexcused reasons, no make up exams may be ministered.
Students should inform the instructor about their excused absences and make arrangement for make up exams prior to the exam dates.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in reduction of one’s grade and/or failure in the course.

**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This
prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure
13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/assignment</th>
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<tr>
<td>1</td>
<td>08/27</td>
<td>Course introduction; Introduction to persuasion</td>
<td>Chapter 1</td>
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<td>08/29</td>
<td>Introduction to persuasion</td>
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<td>2</td>
<td>09/03</td>
<td>Labor Day Holiday no class</td>
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<td>09/05</td>
<td>Methods of examining persuasion</td>
<td>Chapter 2</td>
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<td>3</td>
<td>09/10</td>
<td>Attitudes and behaviors</td>
<td>Chapter 3</td>
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<td></td>
<td>09/12</td>
<td>Attitudes and behaviors</td>
<td>Chapter 4</td>
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<td>4</td>
<td>09/17</td>
<td>Cognitive responses</td>
<td>Chapter 5</td>
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<td></td>
<td>09/19</td>
<td>Cognitive responses</td>
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<td>5</td>
<td>09/24</td>
<td>Source factors in persuasion</td>
<td>Chapter 6</td>
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<td>Source factors in persuasion</td>
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<td>6</td>
<td>10/01</td>
<td>Message characteristics I</td>
<td>Chapter 7</td>
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<td>10/03</td>
<td>Message characteristics II</td>
<td>Chapter 8</td>
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<td>10/08</td>
<td>Message characteristics III</td>
<td>Smith &amp; Petty (1996)</td>
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<td>10/10</td>
<td>Guest speaker: Dr. Denise Bortree</td>
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<td>10/15</td>
<td>Exam 1</td>
<td>Exam due in class</td>
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<td>10/17</td>
<td>Audience characteristics I</td>
<td>Chapter 9</td>
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<td>10/22</td>
<td>Audience characteristics II</td>
<td>Nisbet, Cooper &amp; Garrett (2015)</td>
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<td>10/24</td>
<td>Audience characteristics III</td>
<td>Hogg &amp; Reid (2006)</td>
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<td></td>
<td>10/31</td>
<td>Persuasion in digital age II</td>
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<td>11/05</td>
<td>Guest speaker: Dr. Stephanie Orme</td>
<td>Bogost (2007) preface to page ix, Seiffert &amp; Nothhaft (2015), Play a game: We become what be behold</td>
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<td>11/07</td>
<td>Persuasion across cultures I</td>
<td>De Mooji &amp; Hofstede (2010), Hong (2008)</td>
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<td>Persuasion across cultures II</td>
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<td>11/14</td>
<td>Dark side of persuasion I</td>
<td>Barthel, Mitchell &amp; Holcomb (2016)</td>
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<td>11/19</td>
<td>Dark side of persuasion II</td>
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<td>11/21</td>
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<td>11/26</td>
<td>Persuasion ethics</td>
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<td>11/28</td>
<td>Communication campaign I</td>
<td>Chapter 13</td>
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<td>12/03</td>
<td>Persuasive design proposal discussion/exam 2 review</td>
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<td>Exam 2</td>
<td>Exam due in class</td>
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<td>Persuasive design proposal due at 11:59pm</td>
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