

COMM 112
INTRODUCTION TO PERSUASION

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Office Hours: MWF 11:30 – 12:30PM in Albany T TR 1-2 PM at the Benton Center Also by appointment

Requirements:

Text: Emerson, D., (Ed.). (2014)Introduction to Persuasion:Comm 112, 3rd Edition, Southlake, TX: Fountainhead Press.

Course Description

This course explores and studies the theory and practice of persuasion and persuasive techniques. Students learn to analyze, develop and present persuasive messages. Additionally, students are introduced the nature and logic of reasoning, persuasive propositions, issues and claims, the use of evidence and rational discourse.

Outcomes

Students will be able to create, deliver, identify, and critically analyze persuasive messages.

Competencies

An Introduction to Persuasion provides an opportunity for students to examine theories on how and why humans are persuaded. The principle aim of the course is to introduce students to the basic principles and elements of rhetoric/persuasion with an emphasis on the fundamental insight that in any communication the task is to capture and maintain the audience's attention. The course is designed with a dual approach consisting of both theory and application that allows students opportunities to critically evaluate the particulars of the practice of rhetoric/persuasion and the communication issues surrounding human interaction in various contexts.

Topics considered include: source credibility, message structure, belief systems, emotional appeals, motivational factors, cultural influences, and logical evidence as foundations for designing persuasive messages and campaigns.

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should demonstrate an increased understanding of:

1. The basic skills and techniques for constructing, analyzing, interpreting, and evaluating persuasive messages
2. The aspects of persuasion
3. Historical and contemporary theories as they relate to persuasive messages
4. The techniques of oral presentation
5. Style and organizational skills as they relate to written, verbal, and visual communication
6. The ethical dimensions of persuasive messages
7. How the process of message development and delivery affects communicative behavior

Statement on Academic Expectation

Linn Benton College and your instructors expect you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Your instructor and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

ATTENDANCE & PARTICIPATION POLICY

The success of this class relies on your participation. Only by attending class, asking questions participating in the exercises, and class discussions will you be able to gain skills as a competent communicator.

You are expected to attend every class. Missing one week of class (2 excused or unexcused absences) will result in a 10 point deduction from your Participation score. Excessive tardiness will be counted as an absence. By electing to miss class thereafter, you are electing to forfeit ALL participation points. Leaving class early is strongly discouraged, however if you must leave early I **MUST** be notified at the beginning of class.

CHEATING & PLAGIARISM POLICY

Cheating and Plagiarism will not be tolerated. Plagiarism is literary thievery. It is taking the words or ideas of another and misrepresenting them as your own. Academic integrity is expected. Always cite and credit your sources; including Internet sources. Cheating and plagiarism will be reported to the Department Chair and Dean of Students for disciplinary action.

STUDENTS WITH DISABILITIES AND/OR ACCESS NEEDS

Students with **documented disabilities and/or access needs** are reminded that it is your responsibility to identify yourself to your instructor no later than the first week of the term so reasonable accommodations for learning and evaluation within the course can be made. For further information contact LBCC's Center for Accessibility Resources at 917-4789.

CLASSROOM ENVIRONMENT

PERSONAL COMMUNICATION DEVICES

All personal communication devices must be turned off or kept on "silent" - **not vibrate** - during all class sessions. If your personal communication device goes off during another student's speech, your speech grade may be reduced one full letter grade. **Text messaging and social network status updates will not be tolerated in class at all. You will have 5 pts deducted for each infraction.**

FOOD AND DRINKS

Consumption of food and drinks are not allowed in class during speeches.

CONDUCT

Respect is mandatory in the classroom; respect for your instructor and fellow class mates... We are a team! As a team it is imperative that maintain the safety of all. Safety requires that every individual participate in the creation and maintenance of a space which allows for freedom of expression and concern for others. Behaviors that suggest discrimination and/or an environment where safety is compromised will not be tolerated at any time. Any student that demonstrates reckless behavior that violates the safety of any one in the class will be asked to leave immediately and referred to the Dean of Students Services for appropriate action.

NOTICES AND EMERGENCIES

Notices, such as cancelled classes due to weather or other circumstances will be on my instructor website. Other notices, such as class assignment changes will be sent to your LBCC email.

COURSE ASSIGNMENTS & EVALUATION

You will be evaluated on the following requirements and assignments:

1. Completion of assigned weekly readings and quizzes
2. Classroom participation IN DISCUSSIONS and activities – which means YOUR ATTENDANCE COUNTS!!
3. Persuasive Speech – Protest
4. Persuasive Speech – Point Counter Point
5. Persuasive Speech - Policy
6. Audience Analysis Paper – You will build this during the term
7. Advertisement Analysis Paper
8. You MUST be present to complete Peer Evaluations for Policy Speeches
9. Late work will be deducted the equivalent of ONE letter grade until it is turned in.

GRADING SCALE

100% - 90%	A	89% - 80%	B	79% - 70%	C
69% - 60%	D	59% & below	F		

COURSE ASSIGNMENTS

Introduction: This is an opportunity for each student to introduce her/himself to the class. Although this is not a “major” speech, you are still expected to prepare for it. Your speech should be 3-5 minutes long. You will be graded on the delivery of the speech (did you or didn't you) and evidence of preparation. Feel free to use personal objects in your speech to help describe aspects of you. This is an option it is not required.

Policy Persuasion Speech: This is a 7-9 minute extemporaneous speech in which you will attempt to persuade your audience to support or reject a current policy. This speech requires you to become an expert on the policy and provide a persuasive argument about why we should all support or reject this policy. You must cite your sources in the body of your speech. Additionally, you must include numerical data to support your claims. Please see Speech evaluation form on my website for grading criteria.

Protest Speech: Much social change comes from grassroots social movements that include protests against an existing /proposed policy or practice. This is a 3-5 minute extemporaneous speech designed to further motivate an already motivated audience to some specific action or goal. **This speech requires the creation of a Protest Poster as a visual/presentation aid to be used as visual discourse.** Please see Speech evaluation form on my website for grading criteria.

Point-Counter Point Speech: This is a group/team project. Much like a debate, each team will research and present an argument for a specific topic. Each team will have a leader that must present an introduction/opening and conclusion/summary of the 3 points to be made. Each team member will present an extemporaneous yet formatted 4-6 minute speech designed to counter the point or issue in turn taking fashion. Each team is required to emphasize 3 points of their topic and then counter the 3 points of their opposing team. It is important to concede the points made by previous speaker.

Audience Analysis Paper: Effective discourse requires speakers to appropriately adapt a message to the audience and the speaking environment. The purpose of this assignment is to provide an opportunity to write an analysis of your classroom audience. A handout will be provided on my website detailing the areas to address in this paper. You will be required to describe the important characteristics of the audience by addressing the theoretical and conceptual areas of an Audience Analysis. Also, you must describe how you plan to use this information in your policy speech. **You will build this paper during the term and the final version of this paper will be due the day of the Policy Persuasion Speech.**

Advertisement Analysis Paper: Print advertisements are everywhere around us. Whenever we read a newspaper or a magazine, or go outside and see a billboard, print ads are obvious and unavoidable. Analyzing the ad to discover its true meaning is important to understand its intended impact and intention. In this assignment you will collect a print ad and analyze it. Utilize Chapters 9 and 10 in the book to identify techniques used by advertisers. Make sure that you identify the target audience, examine the visual discourse and rhetoric of the print ad – which includes the text. Further detailed assignment directions are on my instructor website.

All written work must be submitted through the Turn It In website class account. You will need to create an account and then log into the class account in order to submit/upload your work.

Turn It In class ID _____ password _____

WEEKLY DISCUSSIONS 100 pts

As a group, you will be given a topic to discuss and write on every other week. Each group will be required to turn in a paper that reflects the discussion. The paper should be at least one page long, hand-written, and demonstrate that some thought was put into the assignment. **WEEKLY DISCUSSIONS CANNOT BE MADE UP.**

READING QUIZZES 40 pts

Every day that reading is assigned, you could be subjected to a reading quiz. Reading quizzes are designed to reflect your comprehension of the reading material.

PLEASE KEEP RECORD OF YOUR EARNED SCORES. IF I MAKE A MISTAKE WHICH IS ENTIRELY VERY AND TRULY POSSIBLE AND YOU DON'T HAVE EVIDENCE TO CHALLENGE IT, THEN MY ERROR STANDS AS REALITY.

All assignments with the exception of Weekly Discussions **MUST BE** submitted through the Turn It In website class account. **I WILL NOT ACCEPT ASSIGNMENTS VIA EMAIL.**

ASSIGNMENT	POINTS POSSIBLE	POINTS EARNED
Introduction	10	
Weekly Discussion # 1	25	
Weekly Discussion # 2	25	
Weekly Discussion # 3	25	
Weekly Discussion # 4	25	
In Book Chapter Review Questions (5 @ 6 pts each)	30	
Reading Quizzes	40	
Participation – peer evaluations, attendance, overall preparedness and participation in class discussions.	30	
Persuasive Speech –Protest	45	
Persuasive Speech – Current Policy w/ peer evaluations	100	
Point Counter Point Speech	50	
Audience Analysis Paper	70	
Advertisement Analysis	25	
Total points possible	500	

A note of thanks to Dr. Lee McGaan, Cyndi Bahti, and to all of my students.

**COMM 112
PROPOSED COURSE CALENDAR TR**

- Week 1 3/31 Hey what's up? Is this class hard? Review Information on Instructor Website
4/2 **READ** Rhetorical Traditions, Theories & Definitions **Chapter 1**
Chapter Review Questions – Bring to next class
- Week 2 4/7 Introduction Presentations – Review Chapter 1
4/9 Psychological & Sociological Theories
Weekly Discussion # 1
- Week 3 4/14 Topic Selection; Research; Presentation Aids **Chapters 2 & 3**
4/16 **School Closed Weekly Discussion # 2 on Turn It In**
- Week 4 4/21 Rhetorical Situation –Speaking Environment **Chapter 4**
4/23 **Weekly Discussion # 3**
DUE: PART I OF AA PAPER
- Week 5 4/28 Audience Analysis-VALS **Chapter 5 & 6**
Types of Persuasion Credibility & Ethics – **Chapter Review Questions**
4/30 **Weekly Discussion # 4**
- Week 6 5/5 **Protest/Convince Speeches**
5/7 **Protest/Convince Speeches**
- Week 7 5/12 Reasoning; Toulmin Model; **Chapters 7 & 8 Appendix C**
Monroe's Motivated Sequence- **Chapter Review Questions**
5/14 Work in Point-Counter Point Groups
DUE: PART II OF AA PAPER **Appendix B**
- Week 8 5/19 **Point- Counter Point Speeches**
5/21 **Point- Counter Point Speeches**
- Week 9 5/26 Visual Rhetoric **Chapters 10 & 11**
5/28 Persuasive Speech Review
DUE: Analysis of Advertisement
- Week 10 6/2 **Persuasive Speeches w/ full Sentence Outline; Peer Evaluations;**
Works Cited; FINAL version of Audience Analysis Paper Parts I, II, & III
- 6/4 **Persuasive Speeches w/ full Sentence Outline; Peer Evaluations;**
Works Cited; FINAL version of Audience Analysis Paper Parts I, II, & III
- Week 11 6/9 **Persuasive Speeches w/ full Sentence Outline; Peer Evaluations;**
Works Cited; FINAL version of Audience Analysis Paper Parts I, II, & III

While practicing the art of persuasion we should be mindful of our goal. It is not to force our beliefs onto others; rather it is the delicate practice of sharing information that could lead to movement.

It is YOUR responsibility to WITHDRAWAL from the course should you no longer wish to attend. If you stop attending the class and do not officially withdraw, an "F" will be submitted as your grade.