

COMMUNICATION STUDIES 4160

Section 01

PERSUASIVE COMMUNICATION

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Class Days and Times: 100% Web-Based

Office Hours: Virtual, Fridays 12:00 – 13:00, and **by appointment**

REQUIRED TEXTS

Cialdini, R. B. (2009). *Influence: Science and practice (5th edition)*. Boston, MA: Pearson.

- ISBN 13: 978-0205609994

Cialdini, R. (2016). *Pre-suasion: A revolutionary way to influence and persuade*. New York, NY: Simon & Schuster.

O’Keefe, D. J. (2015). *Persuasion: Theory & Research (3rd edition)*. Thousand Oaks, CA: Sage.

- ISBN 13: 978-1452276670

Other readings will be posted on Moodle (and are listed at end of this document).

GENERAL COURSE INFORMATION

CMST 4160, *Persuasive Communication*, explores how communication helps form, transform, repair, maintain, and dissolve attitudes. In particular, this course will focus on interpersonal influence, but other forms of persuasion will be discussed.

COURSE OBJECTIVES

Welcome to *CMST 4160: Persuasive Communication*! This class is designed to provide students with a theoretically-based understanding of persuasion. The objectives of this course include (1) acquainting you with the conceptualization of persuasion as a communication phenomenon, (2) increasing your awareness of the role persuasion plays in daily life, (3) helping you improve several of your communication skills that are relevant to successful persuasion, and (4) developing your appreciation for scholarly research in the field of persuasive communication.

CLASS THEME AND OTHER CURIOS

The theme for this class is to **treat it like a job**. While many of you will land your dream job upon graduation, many of you will simply land a J-O-B. In either case, you will need to take your employment seriously and work hard. Similar to success in the workplace, engaging with class content and participating in all class activities and discussion will help you succeed in CMST 4160. If, however, you fail to engage appropriately or are otherwise unmotivated and apathetic at work, there are consequences. You could be written up. You could be demoted. You could be fired. **Please don't get fired from CMST 4160!**

Overall, students should be self-motivated and enjoy learning. Self-motivated students will be active participants, engaging with course content at least several times per week. Students are expected to spend 9 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments.

ASSESSMENT

Class Participation (15%)

According to the Federal Student Aid Handbook from the U.S. Department of Education, in an online course, “documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student.” Thus, your logging in to Moodle will not count for class participation. Participation in CMST 4130 will be assessed in the following ways:

1. Engaging with relevant course material such as online lectures;
2. Engaging in posted discussion forum;
3. Scores on any reading quizzes, unit examinations, etc.

Analysis and Application of a Persuasion Concept (15%)

At one (1) point in the semester you are to post a short (2-3 minute) presentation that illustrates your understanding of a course concept. The focus of the presentation should be on how that concept is applied in some context. You can find examples in media-based advertisements, television shows, and movie clips; in the many interactions you have with close others like when your friend attempts to gain your compliance; or from your own hypothetical and informed reflections.

Please organize presentations as follows:

1. a thirty-second to one-minute introduction of the concept,
2. a thirty-second to one-minute presentation of the material (the example), and
3. a one-minute commentary of how the material is a relevant application of your chosen concept.

Your video-recorded presentations should be uploaded to the assignment folder, located on the course homepage by the specified due date (see below). Students should think about material presented to date and be sure not to duplicate a prior presentation (different concepts, though not necessarily different theories). Students will be assigned due dates after the last day to add/drop.

Analysis and Application of a Persuasion Theory (30%)

This assignment will focus on a single theory of persuasion in the health communication context. This theory, called the Extended Parallel Process Model (EPPM), extends from prior theory, has a great deal of research support, and is extremely practical in its focus.

The assignment is divided into four essay assignments, each comprising no more than 2 pages, typewritten and double-spaced, will require that you

- (1) explain the EPPM,
- (2) summarize a study that tested the EPPM,
- (3) apply the EPPM to critique a health campaign, and
- (4) compare the EPPM to another theory of persuasion.

Details for each of the essays is provided in a documented posted on Moodle, and due dates are given below. Your best 3 grades on the essays will each be worth 10%. If you are happy with the first three grades, you can skip out on the fourth essay.

Essay	Due Date
1	Feb. 13
2	March 13
3	April 7
4	April 24

Note: These dates are the last day I will accept the assignment. Don't feel you have to wait until them – I really like early work!

Semester-Long Project (30%)

You have two choices for your semester-long project.

- 1. Design a research study to explore some aspect of persuasive communication and turn in a 10-15 page paper.
- 2. Apply concepts and theories to your potential career choice and turn in a 10-15 page paper.

Final papers are due NO LATER THAN the Wednesday after Spring Break (i.e., April 19). The grade you earn on the final project will be reduced a half a letter grade for each 24 hour period the paper is late. No exceptions outside of the list of University-approved “valid” excuses.

For the first option, students may choose to work in groups of up to 5. All students choosing the second option must work independently.

Final Exam (10%)

Students will take an online final examination. The exam will contain several essay questions and be due Wednesday, May 3, by 4:30 PM.

FINAL GRADE CALCULATION

The grade you EARN for this class will be based on a formula that weights the assignments by their respective percentages. **For all assignments, you will earn a letter grade** that corresponds to the “meaning of grades” found below. These letter grades will correspond to a traditional 4.0 scale, where a 4.0 equals and grade of “A” as follows:

A+ = 4.33	C = 2.0
A = 4.0	C- = 1.67
A- = 3.67	D+ = 1.33
B+ = 3.33	D = 1.0
B = 3.0	D - = .67
B- = 2.67	F+ = .33
C+ = 2.33	F = 0.0

As a rule grades will not be discussed until at least 24 hours has passed since the examination period. During this time you are to review the material in an effort to figure out why you did better or worse than you anticipated. **The purpose of this rule is to encourage an intellectual rather than a strictly emotional discussion of your grade.**

THE MEANING OF GRADES

- A - Excellent work.** The student went above and beyond assignment expectations. Furthermore, the student has represented mastery of course material, both conceptually and pragmatically.
- B - Above average work.** The student completed the assignment with more effort than average. B work is good work, but still has room for improvement.
- C - Average work.** The student completed the assignment as specified by the assignment description. No more than “effort as expected” was achieved. Minimum requirements were met, minimum effort was put forth.
- D - Below average work.** The student seemed unsure of assignment specifics and did not complete said assignment in a satisfactory manner. There were both conceptual and pragmatic holes in the presentation.
- F - Poor/Failing work.** Student was not prepared for and/or did not execute the assignment properly. There are large holes or missing information.

All grades will be entered into the Moodle gradebook.

AMERICANS WITH DISABILITIES ACT AND THE REHABILITATION ACT OF 1973

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Services (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me to discuss the provisions of those accommodations.

ATTENDANCE POLICY

As an online class, attendance is much different than a traditional class. The class is designed to run 15 weeks (plus a final exam). I will post several lectures as well as discussion and other activities. You are expected to keep up with material on a weekly basis. This is not one of those classes in which you can simply complete all assignments in a few weeks and be done for the semester. You are expected to engage on a regular basis throughout the semester.

PLAGIARISM

In terms of plagiarism, my policy is simple: **DO NOT DO IT UNDER ANY CIRCUMSTANCES**. As is the case for any other course taught at LSU, no form of academic misconduct will be tolerated. Students are advised to become familiar with the student code of conduct.

So you know where LSU stands ...

8.5. Academic Misconduct by Undergraduate Students**A. Assigning a grade when there is academic misconduct**

1. Absent sufficiently mitigating circumstances, a student found responsible for academic misconduct will, at a minimum, be dropped from the course in which the academic misconduct occurred and a permanent grade of "F" must be assigned in the course. In no instance may the student receive credit for the assignment on which the violation occurred.
2. If a student is charged with academic misconduct and the case cannot be resolved prior to the final date for filing a semester grade, the student should continue to complete all work and the instructor referring the matter shall report an "I" grade in the course in which the alleged academic misconduct occurred. If the student is not found in violation, a permanent grade shall be assigned to remove the "I" grade on the basis of the quality of work done in the course. If the student is found in violation of academic misconduct, the instructor shall assign a grade that incorporates the sanction issued.

B. Non-grade related sanctions for academic misconduct

1. For the first offense, the minimum sanction, in addition to the grade related sanction, is disciplinary probation for a period of at least one year. Circumstances may warrant a lengthier period of probation or separation from the University. Particularly egregious violations may warrant expulsion (under certain circumstances, examples may include, but are not limited to, falsifying an academic record relating to grades, entering a building or office for the purpose of changing a grade or accessing an unadministered test, substituting for another person or permitting any other person to substitute for oneself to take a test, or taking or otherwise obtaining a test without authorization.)
2. For the second offense, the minimum sanction is separation for one full year. The maximum sanction is expulsion.
3. For the third offense, the sanction is expulsion.

WEEKLY COURSE OUTLINE (FIRST 5 WEEKS ARE FINISHED; WEEKS 6-16 UNDER DEVELOPMENT)

The outline is tentative and thus subject to change. If changes are made, students will be emailed. Readings marked with parentheses are optional.

<u>Week</u>	<u>Dates</u>	<u>Lecture</u>	<u>Readings</u>	<u>Activities/Assignments</u>
1	1.11-1.13	Why study	Why Study Syllabus	“Email your professor” Syllabus Quiz
2	1.16-1.20	1. Introduction 2. Brief History 3. Definition	(Peirce) O’Keefe, p.1-5	What Americans Believe Quiz, Week 2
3	1.23-1.27	1. Ethics 2. Ways to study 3. Acting	O’Keefe, Ch.7 How to read Research Supp.	Ethical Implications Research: Remaining ?s
4	1.30-2.3	1. CG Introduction 2. Reciprocation 3. ABC	Cialdini, Ch.1 Cialdini, Ch.2 Cialdini, Ch.3 O’Keefe, pp. 6-28 O’Keefe, Ch2-3	Reciprocation and Ethics Quiz, Week 4
5	2.6-2.10	1. Social Proof 2. Source Factors 3. Authority	Cialdini, Ch.4 O’Keefe, Ch. 8 Cialdini, Ch.5 Cialdini, Ch.6	Social Norms Activity Essay 1 Due 2.13

******The remaining weeks are under development!!******

<u>Week</u>	<u>Dates</u>	<u>Lecture</u>	<u>Readings</u>	<u>Activities/Assignments</u>
6	2.20-2.24	1. Scarcity 2. Conclusions 3. Pre-Suasion	Cialdini, Ch.7 Cialdini, Epilogue Pre-Suasion (Chs 1-10)	
7	2.27-3.3	1. Unity 2. Heuristic Ethics 3. Thinking?	Pre-Suasion (11-12) Pre-Suasion Ch. 13 Pre-Suasion Ch. 14	
8	3.6-3.10	1. DPT1 2. DPT2 3. DPT3		
9	3.13-3.17			Essay 2 Due 3.13
10	3.20-3.24			
11	3.27-3.31			
12	4.3-4.7			Essay 3 Due 4.7
13	4.10-4.14	NO CLASSES, LSU SPRING BREAK		
14	4.17-4.21			Final Project Due 4.19
15	4.24-4.28			Essay 4 Due 4.24
16	5.1-5.5			Final Exam Due 5.5 (noon)

ADDITIONAL COURSE READINGS (ALL POSTED TO MOODLE)

Required

Bodie, G. D. (2017). *Researching persuasion supplemental reading*. Unpublished Manuscript, Baton Rouge, LA.

Gass, R. H., & Seiter, J. S. (2013). *Persuasion: Social influence and compliance gaining* (5th Edition). Upper Saddle, NJ: Pearson Education. **Chapter 1: Why Study Persuasion**

Schroeder, D. A., Johnson, D. E., & Jensen, T. D. (1985). Reading research reports: A brief introduction. In D. A. Schroeder, D. E. Johnson, & T. D. Jensen (Eds.), *Contemporary readings in social psychology* (pp. 36-42). Chicago: Nelson-Hall Publishers.

Optional

Peirce, C. S. (1877). Illustrations of the logic of science. First paper - The fixation of belief. *The Popular Science Monthly*, 12, 1-15.