



TEXAS A & M UNIVERSITY-COMMERCE

COMMERCE CAMPUS

Department of Literature and Languages

**SPC 312 Section 01W Persuasion
COURSE SYLLABUS: Fall, 2015**

Course Instructor: Stephen A. Furlich, Ph.D.

Office: PAC 120

Office Hours: (Virtual through e-mail, Learning Studio (ECollege)) M-F. Most emails are usually replied to within 24 hours. Sometimes high email volume may require additional time beyond 24 hours to reply to an email.

E-Mail: Stephen.furlich@tamuc.edu

Class Time: Online

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Textbook and resource materials:

Book 1. Robert B. Cialdini (2006) **Influence: The Psychology of Persuasion*. Rev. New York: Collins.

Book: 2. Timothy A. Borchers (2012) **Persuasion in the Media Age*, Third Edition. Waveland Press, Inc.

University Course Catalogue Description

Speeches and techniques are of a persuasive nature. The course includes a critical analysis of the principles and methods influencing belief and action.

Additional Course Description: This course expands beyond studying persuasion in speech format. Communication through technology is also analyzed concerning persuasive appeals. Professional persuasive techniques are analyzed such as with sales people and advertisements.

Course outcome competencies:

Student Learning Outcomes: This course explores theory and principles of effective persuasive communication while providing an emphasis on skills development. Specific attention is given to the recognition of persuasive communication. General student learning outcomes include the following: At the end of this course students will

1. Apply theory and practice in persuasion.
2. Describe the role of technology in persuasion.
3. Students will utilize various fundamentals and tools of effective persuasive communication.
4. Students will be able to critically analyze the persuasive attempts of others.
5. Students will be able to distinguish effective persuasive skills in various contexts.

Prerequisites: None

IMPORTANT, PLEASE READ

*Please take the **Student Orientation Tutorial** before beginning the course. To do so please log into Learning Studio (ECollege), then click in the upper left corner 'My Courses' then in the middle of the page under the heading 'my course list' and under 'special courses' click on the link under it labeled 'Student Orientation Tutorial.'

* After signing into Learning Studio (ECollege) please click on the Help button on the top right side of the page to learn some navigation through the course with the links that to the side.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

Different browsers may perform differently, such as firefox from Internet explorer.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson Learning Studio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson Learning Studio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson Learning Studio

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number

4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio platform. **ONLY** Pearson Learning Studio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

Please Label All Submitted Assignments with your Name, Section, & Assignment Number. Examples: Smith, 312-01W Paper 2. Please also use these labels in e-mails, such as in subject lines. Both Paper assignments are submitted in the proper envelop in Learning Studio (ECollege) in DocSharing. Tests are taken in Learning Studio (ECollege) for the assigned week clicking on exam.

Attendance - Punctual attendance is expected on weekly assignments and tests. Excessive absences are defined by the instructor missing a weekly assignment, excused or unexcused. Attendance is measured by submitting appropriate assignments for the week such as exams or papers or posting in discussions for the week. If you participate in University sponsored activities (e.g., intercollegiate sports) you must check with the instructor with appropriate documentation before you are absent. Students are responsible for all missed work.

Assignments will be submitted electronically through DocSharing in Learning Studio (ECollege) for the two papers and must be received by 5:00 P.M. Central Time Friday the week it is assigned. This includes discussion postings which are posted in the Learning Studio (ECollege) weekly discussion link. **Please do not send an e-mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

Course Assignments/Assessments: The department of Literature and Languages supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F= 59% or Below

Tests = 70%; **Papers**: 1 = 10%, 2 = 10% = total 20%; **Discussion** = 10%

* **Tests** - (70%)

20% Test 1

25% Test 2

25% Test 3

Test questions will come from the assigned chapters as well as any notes sent out. Students must take the tests without any assistance from other people. They may use their textbooks but the tests will be timed. Academic integrity is described in the student handbook for Texas A&M University-Commerce. Failure to abide by the rules outline may result in failing the class. If a week has both a test and discussion in that week, the discussion will not be part of that test but will be covered on the next test. Due to multiple sections of this class taking similar tests, **test answers will not be given after the test as to correct and incorrect answers.** The students' scores will be the feedback that they receive concerning their test performance. **Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.**

Discussion- (10%)

All discussions are finished by the Friday of the week they are assigned at 5:00 PM Central Time. A list of questions is given at the end of the syllabus for each section. The **first** student to post a comment or question for a section should consider addressing one of these questions. Students who follow the first student should respond to other students' questions and not the questions listed on the syllabus. Students are required to **post 2 questions and respond to 2 other questions** that are posted each week. **Students need to come up with their own original questions to post and not re-post previous questions from other students or the syllabus. Likewise, students need to refrain from answering the same questions other**

students previously fully answered. Some repetition is acceptable if it helps to develop the ideas and concepts. The objective is to expand and apply the course material. Students cannot post questions or comments for any section except the present one. Hence, you need to stay on top of your participation for each section. **It is helpful for viewing in Learning Studio (ECollege) if students begin a new post with each of their original questions they post rather than connected to a previous comment or posting more than one question together.**

*** Papers - (20%) Note: Encyclopedias, the course textbook, and dictionaries do not count as sources. Papers will be submitted in ECollege for this class in the Doc Sharing Section ONLY.**

10% Paper 1:

10% Paper 2:

***Please only submit written assignments as attachments in WORD in DocSharing. Other files such as PDF files are too difficult to grade.**

Paper 1: 1-2 pages (Real-life experience recipient of persuasion)

1. All students will experience a different customer service encounter and report about their persuasive communication observations from their encounter.
2. Students should address what is consistent and/or inconsistent from their observations from that of class material. It is essential to identify class material experienced in the encounter.
3. Some customer service encounter examples are buying a car, shopping at the mall, shopping for clothes, shopping for a cell phone/ plan, workout membership inquiry, eating at a restaurant, grocery store samples etc.
4. The main purpose is to have interaction with the sales person and highlight their persuasive appeals and reactions during the communication encounter.
5. Papers should be 1-2 pages, **include 3 different reference sources (books or journal articles, class books are not counted)**, and follow APA format for writing a paper. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.**

You are required to address at least 3 areas of persuasive communication covered either in notes or the book. Clearly indicate the three issues from class material in the paper by underlining the concepts within the paper. The purpose of this assignment is

to indicate what you learned about personal experience with persuasion and how you can communicate better in the future from this knowledge. Each student will submit their paper through Learning Studio (ECollege) for this class in Doc Sharing. At the end of each paper, each person will write the specific context and the date that the communication took place.

Paper 2: 1-2 pages (Product Persuasive Appeals)

Students will persuade the audience to buy an existing product. This product is currently available for sale. The purpose is to persuade the audience to buy the speaker's product and to **present the product in a new and original way**. In other words, the product already exists and there is already persuasion to buy the product, however, **it is your goal to have an original presentation that addresses areas not previously presented**. Critical thinking is a major goal. It is imperative for the speaker to demonstrate why his or her **product is superior to other products**. **Each student should highlight at least 3 different areas of class material that were used in the persuasive appeals**. The paper will consist of gathering at least **3 credible outside sources** for your presentation, such as journal articles or credible books to be cited in your paper. The sources can be used to support the unique approach chosen to persuade about the product. For example, one can cite a source that people are more motivated when they mention that there is limited time after writing in their paper that the product is available for only a limited time. This is an example of using a source to support part of your approach. The sources need to be credible, such as books or journals. **Internet website sources will not count as part of the required 3 sources. Further sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.** Each student will submit **their paper and a reference page of sources in ECollege in DocSharing**. Be sure topics are appropriate for the class.

* Course Behaviors

Students may lose 10% of their final grade for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, etc. The second occurrence they are disrespectful they will be dropped from the class. Students can receive an 'F' in the class for academic dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.

Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic

integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Late Work, Make-Up Assignments and Examinations - If you miss a deadline, it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence, you cannot make up that assignment or test. Additionally, because of time constraints, the instructor may elect not to grant make-up work for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 1 week of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Instructor □ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

Course Schedule

Please note this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

An important reminder:

All **Papers** and **Exams** are in bold. Notice how these are close to each other.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don't fall behind in the course.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

Persuasion Course Schedule – Fall, 2015

<p><u>Dates are Monday of each week</u></p> <p>Assignments due by Friday each week 5PM Central Time USA</p>	<p><u>Our course is organized by a weekly schedule.</u></p>	
<p>Aug. 31: DISCUSSION: Read Syllabus., Cialdini (2006) ch. 1, 2</p>		
<p>Sept. 7: DISCUSSION: Cialdini (2006) ch. 3, 4</p>		
<p>Sept. 14: DISCUSSION: Cialdini (2006) ch. 5, 6, 7</p>		
<p>Sept. 21: Paper 1 Due</p>		
<p>Sept. 28: Test 1: Test 1 (Caldini 2006, ch. 1, 2, 3, 4, 5, 6, 7)</p>		
<p>Oct. 5</p>	<p>DISCUSSION: Discussion: Borchers (2012) Part I concepts of persuasion p. 1, ch. 1, ch. 2</p>	
<p>Oct. 12</p>	<p>DISCUSSION: Borchers (2012) Part 2 p. 95, Ch. 3, Ch. 4</p>	
<p>Oct. 19</p>	<p>DISCUSSION: Borchers (2012) Ch. 5, Ch. 6, Ch. 7</p>	

Oct. 26	Test 2: (Borchers, 2012 Ch. 1, 2, 3, 4, 5, 6, 7)
Nov. 2	DISCUSSION: Borchers (2012) Ch. 8, Ch. 9
Nov. 9	DISCUSSION: Borchers (2012) Ch. 10, Ch. 11
Nov. 16	DISCUSSION: Borchers (2012) Ch. 12, Ch. 13
Nov. 23	Paper 2 Due
Nov. 30	DISCUSSION : Borchers (2012) Ch. 14, Ch. 15 Post-Test Send
Dec. 7	Test 3: (Borchers, 2012 Ch. 8, 9, 10 ,11, 12, 13, 14, 15)

I'm looking forward to getting to know each one of you!

Have a great semester!

Discussion Questions

Week 1: What are some of the ways to influence an audience? What is the theme behind reciprocity regarding persuasion? What are some example of using reciprocity to gain compliance not given in the book?

Week 2: How are our choices influenced form previous decisions? What is the role of schemata with persuasive compliance? What role does social norms play with persuasion?

Week 3: Generally speaking, are there parallels between children desiring to be liked and adults' need to be liked? Are there any social conditioning associations with authority figures and influencing behaviors such as early in school or parenting? Is there a biological reaction passed down from generation to generation to desire scarce resources as a means to survive?

Week 4: Paper Due

Week 5: Test 1

Week 6: How does the media influence culture and persuasion? What are some key aspects to defining persuasion? What implications can be drawn pertaining contemporary persuasion with audience members? What are some characteristics of persuasion in the media age? How do you think Burke intended identification to play with persuasion? How can cognitive dissonance theory be used effectively in persuasion? What are some examples of symbolic convergence theory?

Week 7: why is ethics important to study with persuasion? What are some ethical challenges of the media? What can be done to improve the digital divide? What influence do entertainment media and news media have on our culture?

Week 8: How is audience analysis used in persuasion? What are some advantages and disadvantages of different ways audiences are measured? How do media communicate with visual images? How is language used to create social reality? What role does language play with power relationships?

Week 9: Test 2

Week 10: What are some key aspects to understand about defining culture? What connectedness is there between culture trends and persuasion? How is credibility determined by social sciences and rhetoric perspectives? How are images created and what effect does it have on audiences?

Week 11: How can narratives be conceptualized? How can narratives be evaluated as reasoning? How can Maslow's hierarchy of needs be used in persuasion? How can persuasion be used to motivate an audience?

Week 12: What relationships exist between media and campaigns and movements? How can political candidates manage their message through the media? What are some challenges to advertisers in the media age?

Week 13: Paper 2 Due

Week 14: How can variables of interpersonal communication affect the relationship between individuals in the media age? What are some ways to gain compliance effectively? What are some steps of personal selling? How can multi-media aids be used effectively?

Post-Test Due**Week 15: Test 3**