The role and mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, and societies. This work concerns the creation, analysis, and critique of messages. The department’s research, teaching, and service devote particular attention to understanding the ways in which communication erodes and sustains collaboration within and among local, national, and global communities.

Required Text:

Class Description & Goals
This course is designed to provide an understanding of persuasion theory and practice from both the perspective of the consumer and producer of persuasion. This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and social level. That is, by understanding how persuasion operates interpersonally, students will recognize the component and processes of persuasion, which operate in public discourse and mass mediated messages. This course will focus on the process of persuasion in many different areas including: films, advertising, friend and family interactions, news media, rhetoric, and social movement interactions. These areas will be discussed through theory, and practice. Reading, writing, analysis, and practical application are all utilized in this class. Both individual and group experiences are intricate to the success of this course.

Course Objectives:
Over the course of the semester, you should accomplish four main learning objectives:

1. You will learn to demonstrate an understanding of the theories of persuasion.
2. You will learn about and apply ethical principles governing in the creation, distribution, and reception of persuasive messages.
3. You will learn to demonstrate an understanding of persuasive techniques and be able to explain why they work or fail.
4. You will learn to effectively analyze a variety of persuasive situations using available persuasive research and theory.
5. You will learn to incorporate class materials into creating a knowledgeable persuasive campaign.

**Attendance Policy**
Because this class relies heavily on interaction and discussion, attendance is mandatory. Be forwarded that take physical and mental attendance. I expect you to not only be in class to be present and engaged in what we are doing. Texting, surfing the internet, reading outside materials, or bring otherwise unengaged during class will result in you being counted as absent. Everyone’s presence is necessary in order to facilitate discussions and provide knowledge growth regarding critical methods. **More than 3 unexcused absence will result in a grade reduction. For every absence beyond these 3 “free” absence, students will receive a 5% reduction in their course grade.** Additionally, NO LATE WORK WILL BE ACCEPTED. It is your responsibility to turn work in at the BEGINNING of the class period for which it is assigned.

Excused absences include illness as verified by a doctor’s note, death in the immediate family, jury duty, military service, religious holidays, and participation in school related activities. Excused absences do not include vacations, transportation problems, or employment issues. **In case of an excused absence, you must notify me before you miss class. Make-up work must be done before you leave unless other arrangements were made with me.** Failure to do so may result in a grade reduction, as I will not accept late work.

If you are absent for any reason, you are responsible for all material covered in class that day. You are also responsible for coming to class on time. Tardiness may be considered equivalent to an unexcused absence.

**ACADEMIC DISHONESTY:** Academic dishonesty is a serious matter and will result in automatic failure of this class as well as referral to the proper university officials. Academic dishonesty includes: handing in another person’s work or part of another person’s work as your own, turning in one of your old papers for a current class, turning in the same or similar past or current paper for two different classes, and purchasing or otherwise obtaining research or papers by another and turning that work in as your own. Using unauthorized notes or study aids or otherwise obtaining another person’s answers for an examination also represents a breach of academic dishonesty.

Plagiarism means intentionally or knowingly representing the words or ideas of another person as your own. This includes quoting or paraphrasing from published sources without acknowledging/citing the source of your information or presenting quoted material as your own words. Students who are unfamiliar with how to cite sources should purchase a style manual such as APA (American Psychological Association). Claiming lack of knowledge about standards for writing is not an acceptable excuse for committing plagiarism. Come to a faculty member for help or seek help at the UNL Writing Assistance Center: 472-8803 129 Andrews Hall.

**Statement on Special Needs Accommodation**
The instructor is more than happy to accommodate any special needs a student may have throughout the semester. If you have a documented disability that may require assistance, you will need to contact the Services for Students with Disabilities office and provide the instructor with the necessary paperwork.
Pop Quizzes
This class will be a discussion-based classroom. In order to have effective discussion, students must do the reading. If I notice a lag in discussion or participation, pop quizzes will be implemented as part of your participation grade. Therefore, keep up with the readings to lessen your anxiety level.

Exams
There will be two exams during the semester. Tests will be drawn from the assigned readings for the course, related in-class notes, and supplemental material. It is, therefore, important that students take good notes. The test will include some multiple choice, short answer, and essay questions.

Assignment Requirements
To pass the class, all major assignments must be completed. All written assignments are to be typed, double-spaced (except graphs and charts), stapled, and reflecting college-level grammar and punctuation. Work that does not meet these guidelines will not be accepted.

Participation
Although a separate grade will not be issued for participation students are expected to participate in classroom discussion. Students’ level of participation will impact my decision to round grades up or down. Students who participate and are on the borderline between grades at the end of the semester may have their participation factored into their final grade.

Students with Disabilities
Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Grade Appeals: All grade appeals must be made in writing and must be made within two weeks of receiving the initial grade on an assignment. Grade appeals should first be given to the graduate teaching assistant. If concerns over a grade persist than the appeal should be given to Dr. Duncan.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Advertisement Analysis</td>
<td>50</td>
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<tr>
<td>Movie Paper</td>
<td>50</td>
</tr>
<tr>
<td>Exams (2X100)</td>
<td>200</td>
</tr>
<tr>
<td>Group Persuasive Campaign Paper</td>
<td>100</td>
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<tr>
<td>Group Persuasive Campaign Presentation</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td>500</td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100 %</td>
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<tr>
<td>A</td>
<td>93-96 %</td>
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<tr>
<td>A-</td>
<td>90-93 %</td>
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<tr>
<td>B+</td>
<td>88-90 %</td>
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<tr>
<td>B</td>
<td>83-88 %</td>
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<tr>
<td>B-</td>
<td>80-83 %</td>
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<tr>
<td>C+</td>
<td>78-80 %</td>
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Evaluation:
Communication Studies faculty assume that all students enter course with the ability to earn at least a “C” average in the course. Students who meet minimum requirements will earn a “C” for that work. Students who earn a “B” or “A” average exceed the minimum requirements.

A = EXCELLENT. Greatly exceeds the requirements. Shows outstanding creativity, skill, initiative, and effort.

B = GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort.

C = AVERAGE. Meets the requirements in every respect, but does not exceed requirements.

D = BELOW AVERAGE. Meets some requirements, but deficient in others.

F = DEFICIENT in most or all requirements.

Description of Assignments

Paper #1 Advertising Application Paper: Students will be required to pick a print advertisement from a magazine and analyze the advertisement through the lens of one or more of the theories discussed in class. In addition to a well organized introduction and conclusion the paper will have three sections.

Section One: Explanation – explanation of the theory or theories being used and justification for its use (e.g. why is this theory appropriate for use with this advertisement). Section Two: Application – apply the theory to your advertisement. For example, if using Burk’s dramatistic pentad you would explain the scene, act, agent, agency, and purpose of your advertisement. Section Three: Implications – what have we learned from this analysis? Can societal implications from your analysis be drawn? Are there methodological implications? It may help you to answer these questions if you develop your own research question in your introduction. For example: Does Pepsi’s use of sexist language further the oppression of women? Does Peta’s shocking visual imagery help to further the animal rights movement? (Approximately 5 pages)

Paper #2 Movie Paper: We will watch a film in class and students will analyze that film from a communication perspective. Students will need to identify a character in the film. After deciding on a character you will need to analyze the all the means of persuasion the character uses to accomplish his or her goals in the film. You should identify the characters goals, the means they use to obtain the, decide if they are successful in achieving those goals, why or why were they not successful, and determine if there communication was ethical. When evaluating the ethics of your character make sure that you rely on ethical theories and concepts from class and not merely your own opinion. For help see chapter 2. (Approximately 5 pages)

Persuasive Campaign

Purpose: The purpose of this assignment is to give you experience in designing a persuasive campaign that addresses a particularly relevant concern for students at UNL and for the citizens of Lincoln. This is
your chance to capitalize on your skills in order to provide effective service for other organizations. The campaign’s ultimate goal is to help the community become more aware of the issues affecting Lincoln. This is the major assignment in this class and you will receive a grade for the project but the bigger purpose is to use your knowledge to help the community. You will need to do the following in completing this assignment:

**Participation:** You will work in groups of up to five people. You will be given some time in class to work on this project; however, a majority of the work will occur outside of the class. Please plan wisely and do not leave this project until the end of the semester. This project is worth over 1/3 of your grade.

**Topics:** Chose a topic that allows your group to work help the community. A social or health related topic is ideal for this assignment. **Do not** pick a topic that you already hear a lot about (i.e. drug use, drinking and driving, alcoholism, or wearing your seatbelt). **Do** research about your topic. See what issues are out there that we are not dealing enough with. Pick a topic that you care about. You will enjoy this project if you care about it.

**Readings:** To complete this assignment you will need to read Chapter 11 and 6 in the Larson text. You will also want to research about your topic.

**Proposal:** On your group will need to turn in a one-page proposal. This proposal should briefly describe your topic, and the goal of your campaign. Also, this proposal should include an outline of the preliminary stages of your campaign. Use your text, and the description under “Campaign Paper” for help.

**Campaign Paper:** Your campaign should be described in text form. In this paper, you should fully consider each stage of creating the persuasive campaign. While there is not minimum requirement and length will vary given your topic, I would suggest that a good length for your paper is at least 15 pages. Please include copies of all campaign materials created. **The goal of the paper is for you to demonstrate that you can applying course concepts and materials to a real world campaign. This paper should be strongly grounded in communication theories and concepts.** Additionally, I expect you to do a significant amount of outside research when it comes to documenting your problem, discussing previous campaigns, examining causes, and explaining who your target audience is. Your ideas need to be based on facts and research, and not your personal opinions.

In developing your campaign, make sure to answer the following questions:

**Campaign Problem**
1. What is causing the problem? (Causes) Hint: While some of the problems may be practical in nature also try to indentify ones that result of communication and can link to course concepts. I also expect you to provide outside research to establish the existence of this problem.
2. What are the effects of the problem? (Effects)

**Targeted Group**
1. Who is at risk? /Who has the means to donate? (At-risk population/target audience)
2. How susceptible are at-risk groups to the health-care threat? /How susceptible is the target audience to responding to this issue? (Susceptibility)
3. What are the barriers for the at-risk group not protecting itself? / What are the barriers for the target audience not to respond? (Barriers to Personal Efficacy)

**Underlying Campaign Problem**
1. What have previous campaigns done?
2. Why have they not been successful? Hint: Your explanation should be based in their failure to properly use or apply communication theory.

Questions to Consider to Help Your Campaign Overcome These Problems

1. What behavior is recommended to avert the health-care threat? / What behavior is recommended to get the public to respond?
2. Is the recommended response easy and practical?
3. Do the targeted groups vary in their confidence or ability to enact the recommended response?
4. What skills must the targeted groups possess to enact the recommended response?
5. How are do you plan to persuade them? Please be specific in your explanation of the messages you will create. This is one of the most important steps in the campaign.
6. Do your message connect clearly to course concepts and theories? HINT: The biggest factor in your grade will be how well you can apply communication theory to your campaign. It needs to be very clear that all of your decisions and ideas were based off of communication theories and concepts.
7. Why might your campaign work?

Presentation of Campaign: You will present your campaign to the class. The presentation should discuss the stages of the campaign and reflection on what you thought of the project. All group members should present for approximately equal amounts of time. You will have 25 minutes per group to present your campaign. Follow the guidelines learned in COM 109/COM 209 (Public Speaking) in presenting your information. Due to multiple intelligences, your group can decide how best to present the campaign information. Pretend that your audience for the presentation is a group of wealthy philanthropist who are looking to fund a public service campaign. Sell them on your campaign and why it will work. Make sure you provide specific details about how the campaign will look and feel. Make sure to explain your persuasive messages. Be creative! The following are some examples of criteria that will be considered when grading the presentation:

1. How well was the presentation facilitated?
2. How creative is the group? Does the group incorporate a variety of technologies and mediums?
3. How well organized is the presentation?
4. How balanced is the presentation between group members?
5. How well are sources cited in the presentation?
6. How well is relevant information provided about the campaign? HINT: I expect you to provide plenty of research for this project and to cite it properly in the presentation.
7. How well do the presenters explain their personal reflection regarding the campaign project?
8. Do the presenters look professional?
9. Was the campaign itself discussed in detail? I want specific information about the persuasive messages you plan to send (e.g. posters, TV ads, and social media campaign). The more details the better. HINT: Answering this question is the most important part of your presentation. You are highly encouraged to create the persuasive messages you propose. For example, if your campaign proposed creating a poster to go in residents halls you should think about actually creating a poster and showing it to us.
10. Does the presentation demonstrate that the group can explain, apply, and evaluate class concepts and issues?
11. Do the strategies of the campaign have a basis in communication theory? Is a clear connection established between the persuasive messages discussed and course concepts and theories?

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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HINT: The biggest factor in your grade will be how well you can apply communication theory to your campaign. It needs to be very clear that all of your decisions and ideas were based off of communication theories and concepts.
1/14  Introduction/Orientation
1/16  Introduction to Communication and Persuasion  Ch. 1
1/21  Humanistic Approach  Ch. 3
1/23  Social Scientific  Ch. 4
1/28  Tools of Motivation  Ch. 7
1/30  Content Premises  Ch. 8
2/04  Cultural Premises  Ch. 9
2/06  Perspectives on Ethics  Ch. 2
2/11  Presentations of Advertising Apps. Papers  
(All Papers due on this day)
2/13  Using symbols  Ch. 5
2/18  Nonverbal/Student Discussion  Ch. 10
2/20  Review for midterm exam
2/25  Test # 1
3/04  Persuasive Campaigns and Movements  Ch. 11
3/06  Becoming a Persuader  Ch. 12
3/11  Group Work Day
3/13  Premises in Advertising and IMC  Ch. 14
3/18  Premises in Advertising and IMC  Ch. 14
3/20  MOVIE DAY 
(Campaign Proposal Due)
3/25  Spring Break
3/27  Spring Break 
Analyzing Language  Ch. 6
4/01  Media and Persuasion  
(Move Paper Due)
4/03  Group Work Day 
(Professor at National Communication Association Conference)
4/08       Group Work Day
            (Professor at National Communication Association Conference)
4/10       Humor and Propaganda
4/15       Misc. Communication Theory
            And catch up
4/17       Campaign Presentations
4/22       Campaign Presentations
4/24       Campaign Presentations
            (All Campaign Papers due on this day)
4/29       Campaign Presentations
5/01       Review for final exam

FINAL EXAM: 3:30 to 5:30 p.m. Tuesday, May 6