

# California Lutheran

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## UNIVERSITY

### **Persuasive Communication Campaigns**

COMM301-A1

Fall, 2015

Woodland Hills Campus; WH 114;

Thursday 6:00-9:30pm

### **Drop Dates:**

9/14: Last Day to drop a class without a grade of "W"

10/12: Last day to Withdraw from a course for the spring semester

### **Contact Information:**

Instructor: Jennifer Marshall

Office: TBA

Phone: TBA

Email: [jamarsha@callutheran.edu](mailto:jamarsha@callutheran.edu)

### **Course Description**

A study of the principles of persuasive communication including an analysis of factors influencing persuasion in platform address, advertising argumentation, interpersonal and mediated communication including historical developments in theories applicable to the field and techniques adapted to the Internet. Students learn techniques of planning, implementation and evaluation of commercial, political and social/public service campaigns.

### **Textbooks/Required Readings**

Gass, J. (2014) Persuasion social influence and compliance gaining. (5<sup>th</sup> ed.) Routledge. New York: New York. \* With access\*

Rath, T. (2007). Strength Finder 2.0. The Gallup Organization. New York: New York.  
\* With access \*

Access to the internet

### **Course Outcomes**

The mission of the University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the University encourages critical inquiry into matters of both faith and reason. Students will be able to use the creative process, logical thinking and reasoning, and evaluate alternatives to problems. By the end of this course, students will be able to:

- Identify, interpret, assess, and evaluate relevant information
- Recognize premises, assumptions, and point(s) of view underlying an argument, theory, or selection of information
- Create or generate ideas and processes, think open-mindedly, and consider issues from multiple perspectives
- Reach well-reasoned conclusions and apply conclusions to new issues and problems

- Predict consequences
- Use information to accomplish a specific purpose
- Recognize economic, legal, and social issues surrounding the use of information in order to use Information ethically and legally
- Apply skills of cooperation, collaboration, negotiation, and group decision-making in a team environment

### **Class Format**

This course is a blended course; that means that 40% of material will be online, while 60% of the content will be presented in class, face-to-face. As a blended course, it is no more or less challenging as traditional courses you have taken at CLU, and was developed to meet Cal Lutheran's strict requirements for excellence.

### **Course Assignments/Requirements/Course Schedule**

- **Personal Passion Paper:** At the beginning of the course, you will select an issue you are passionate about and explore the passion farther. You will construct a two to three page paper, doubled spaced, with at least three sources in APA format. You will explain your passion and provide concrete evidence to support your claim. **(25 points)**
- **Passion Argument Paper:** You will develop your personal passion into a substantial social issue and create a three to five page paper arguing for your position. The paper will be doubled space in APA format and contain at least five sources. You will go beyond explaining your stance, but arguing with your position is more favorable using techniques learned in the readings. Problem-Cause-Solution format works great for this paper! **(50 points)**
- **Passionate Commercial:** Individually, you will create a campaign advocating for support or denouncement of a specific position related to your passion argumentation paper. The commercial can take the form of a public service announcement, a traditional commercial or even YouTube clip. Be creative, but persuasive. Visual aids are required for the presentation and a question/answer session will follow with the audience after the presentation. You are required to submit a one page brief about the commercial and what persuasive techniques were utilized online, along with the commercial clip. **(125 points)**
- **Political Play-By-Play Group Presentation:** The class will be broken into groups of their choice. Group size is dependent upon class size. Each group will pick sections of the primary debates and create a play-by-play political commentary. Creativity and enthusiasm is encouraged. In addition, it is import to highlight why a candidate answered a question well or poorly based up theory and the readings. **(120 points)**
- **Presidential Group Debates:** Since this class is being held during a political election, the class will be participating in a presidential style debate. The professor will be the moderator, asking similar questions to ask to potential presidential candidates. Your goal debate ethically, respectfully, convincingly, and persuasively, as well as have a clear stance on the subject matter. It important to remember, individual opinions will be respected and judged upon the evidence and poised delivered. **(180 points)**
- **Presidential Portfolio:** The goal of the project is to create a complete presidential campaign, with you as the candidate. For instance, you will create campaign slogans, posters, print ads, radio interviews, and a commercial. You will not only be turning in a complete packet, but also presenting your portfolio to the class in a professional, informational, and persuasive manner. **(200 points)**
- **Exams:** There will be a series of 3 exams performed online **(100 points each)**
- **Quizzes & Homework:** Will be performed online **(TBA points)**
- **Discussion Boards:** Will be performed online **(50 points)**

## **Student Workload/Carnegie Hours:**

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).
- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)
- Moreover, this course is a hybrid course and requires hours of instructions to be completed outside the classroom.

## **Grading** (Teacher discretion)

<b>GRADING SCALE</b>	
<b>GRADE PERCENTAGE</b>	
A	95-100
A-	90-94.9
B+	86-89.9
B	83-85.9
B-	80-82.9
C+	76-79.9
C	73-75.9
C-	70-72.9
D+	67-69.9
D	55-66.9
F	0-54.9

First, the plus and minus system will be used according to the weighted percentages. Formulas have also been provided for each category above. **Note:** I reserve the right to adjust the final course grade on the basis of your performance in these activities and other course activities.

Further, you must give all three speeches to pass the course and failure to deliver all three speeches will result in a failing grade, NO EXCEPTIONS. Also, as a college student, you are responsible for keeping track of your grades, independent of blackboard. Blackboard is NOT a true reflection of your grades, but merely a digital point holder.

## **Attendance Policy:**

### **CLASS POLICIES:**

Since this class is on a tight schedule, assignments are due on the assigned due date, even in virtual formats. Extensions and make-ups are NOT available. The only exception to this policy is documented illnesses or emergencies, and school sponsored activities. You must contact the instructor BEFORE the assignment is due. Also, on the day you return to class you must clear your emergency or illness by providing written documentation. The assignment is due on the day you return to class, unless otherwise specified by a doctor or coach. Work is NOT a valid excuse for missing class. School work will not be accepted, make up assignments, and quizzes will not be given unless written documentation is presented. This means, if you miss class for an unexcused reason, and an assignment was due; it will not be accepted for a grade. I will take a look at it and give you feedback, but no credit will be granted.

Attendance and participation are essential and imperative to success in this course since a major component involves presenting and responding to speeches. Therefore, all due dates in the syllabus are firm; no exceptions.

Next, there is no attendance policy; however, please be respectful of the time class starts, quiz/test taking policies, and to the material. Also, if you miss class and are not present for an

assignment, you will not be able to make up the work completed in class. Also, it is up to YOU to find out the work missed. I will NOT respond to messages asking me what work was missed during class due to an unexcused reason. It is your responsible to get caught up and this even means, placing yourself into impromptu speech groups.

### EMAIL POLICY:

Students typically contact me via email; however, please be advised of my email policy. First, I do NOT email grades because of confidentiality issues. Any assignment emailed to me will NOT be graded. If you are having computer issues, go the lab and print your assignment prior to class. Next, as college students it is your responsibility to keep track of your own grades. Further, blackboard is only a digital point holder for assignments turned in online and are NOT a true reflection of your overall grade. I encourage you to keep an excel spreadsheet with grades in each category, hold onto all graded work until the end of the semester, and keeping track of your grade throughout the semester!

Next, due to the large volume of emails I receive, my response time is a day and half or about 36 hours. This means, if you wait until the last minute to complete an assignment and email me the night before, you most likely will not receive a response. Please try to complete the assignments and ask for assistance early. Moreover, I strive to teach ethical discourse and this is expected in emails.

Please identify your full name, the course, day, and time the class starts. Please email only necessary questions. Most of the answers to your questions can be found in the syllabus, on Blackboard, or in the readings. Finally, I do NOT email what you missed in class. As college students, you are responsible enough to get the notes and assignments from a classmate. I should only be contacted via email for assignments as a last resort, for permissible excuse reasons! I know this may sound harsh, but I encourage you to talk to me directly and please remember, I am a person not Google!

### Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:  
<http://courseval.callutheran.edu>

### Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

### Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including

dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

## **University Harassment Policy**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**  
[Student Life Handbook](#)

## **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page  
<http://www.callutheran.edu/iss/research/>

- To contact a librarian:
- Chat on the Library's home page
- Email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Phone: (805) 493-3250.
- CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

## **CLU Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

## **Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must

notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

## **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

## **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

## **Final Note**

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

DATE	TOPIC	ASSIGNMENT DUE
Sept-3	Course Introduction	<ul style="list-style-type: none"> <li>• Go over syllabus</li> <li>• Ice breakers</li> <li>• Go over passion paper</li> </ul>
Sept-10	What is Persuasion?	<ul style="list-style-type: none"> <li>• Ch. 1 &amp; 2 (Gass)</li> <li>• Quiz 1 (online)</li> <li>• Personal passion paper due (on line)</li> <li>• Strength finder part I</li> <li>• Go over passion argument paper</li> </ul>
Sept-17	Attitudes & Credibility	<ul style="list-style-type: none"> <li>• <b>Watch Republican Primary Presidential Debate on Wednesday, September 16 aired on CNN &amp; Salem Radio</b></li> <li>• Ch. 3 &amp; 4</li> <li>• Passion argument paper due (on line)</li> <li>• Go over Passion Campaign</li> </ul>
Sept-24	Characteristics & Conforming to Group	<ul style="list-style-type: none"> <li>• Exam 1 (online)</li> <li>• Ch. 5 &amp; 6</li> <li>• Go over play by play assignment</li> </ul>
Oct-1	Language & Nonverbal	<ul style="list-style-type: none"> <li>• Ch. 7 &amp; 8</li> <li>• Quiz 2 (online)</li> <li>• Passion Campaign Presentation</li> <li>• Strength finder part II</li> <li>• Group workshop</li> </ul>

Oct-8	Structuring & Sequencing	<ul style="list-style-type: none"> <li>• Ch. 9 &amp; 10</li> <li>• Quiz 3 (online)</li> <li>• <b>Watch &amp; Read Top Ten Famous Presidential Debates (online)</b><a href="http://blog.sfgate.com/nov05election/2012/10/02/ten-most-memorable-moments-from-presidential-debates/">http://blog.sfgate.com/nov05election/2012/10/02/ten-most-memorable-moments-from-presidential-debates/</a></li> <li>• Strength finder part III</li> <li>• Group workshop (if time)</li> </ul>
Oct-15	Compliance Gaining & Deception	<ul style="list-style-type: none"> <li>• Ch. 11 &amp; 12</li> <li>• <b>Watch Democratic Primary Presidential Debate on Tuesday, Oct. 13 aired on CNN &amp; CBS News</b></li> <li>• Play by play Group presentation; rough drafts &amp; outlines due (in class)</li> <li>• Go over presidential debate assignment</li> </ul>
Oct-22	Motivational Appeals	<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>• Exam 2 (online)</li> <li>• Play by Play... Reflections due (online)</li> <li>• Strength finder part III</li> </ul>
Oct-29	Presentations	<ul style="list-style-type: none"> <li>• Presidential Debates</li> <li>• Ch. 14</li> </ul>
Nov-5	Esoteric Persuasion	<ul style="list-style-type: none"> <li>• Ch. 15</li> <li>• Quiz 5 (online)</li> <li>• Debate reflections due (online)</li> <li>• Strength finder part III</li> <li>• Go over Presidential portfolio</li> </ul>
Nov-12	Ethics	<ul style="list-style-type: none"> <li>• Ch. 16</li> <li>• Quiz 6 (online)</li> <li>• Strength finder part III</li> <li>• Slogan due (in class)</li> <li>• Basic political stances due (in class)</li> </ul>
Nov-19		<ul style="list-style-type: none"> <li>• Exam 3 (online)</li> <li>• Portfolio Workshop</li> <li>• Revised slogans due (in class)</li> <li>• Button &amp; rational due (in class)</li> <li>• Strength finder part III</li> </ul>
Nov-26	Class Canceled	<ul style="list-style-type: none"> <li>• Work on portfolio</li> </ul>
Dec-3		<ul style="list-style-type: none"> <li>• Rough sketches of commercials, radio, and ad campaigns due (in class)</li> <li>• Strength finder part III</li> </ul>
Dec-10		<ul style="list-style-type: none"> <li>• Portfolio &amp; Presentations due (in class)</li> </ul>