

# California Lutheran

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## UNIVERSITY

### **Persuasive Communication Campaigns**

COMM301-A1

Fall, August 29 – November 14, 2016

Woodland Hills Campus; 120;

Thursday 6:00-9:30pm

### **Drop Dates:**

9/12: Last day to add/drop a class without financial penalty

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

### **Contact Information:**

Instructor: Jennifer Marshall

Office: SWEN \_\_\_\_ (Thousand Oaks campus)

Phone:

Email: [jamarsha@callutheran.edu](mailto:jamarsha@callutheran.edu) (best way to contact)

### **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. Since this is a political year, this course will be drawing from the Presidential race in the United States.

### **Textbooks/Required Readings**

- **Gass, J. (2014). Persuasion social influence and compliance gaining. (5<sup>th</sup> ed.) Routledge. New York: New York.**
- **Western, D. (2008). The Political Brain: The Role of Emotion in Deciding the Fate of the Nation. New York: New York.**
- **Access to the internet**
- **Access to the television/other mediums for watching Presidential Debate**

### **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, 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, reasoning, and evaluate alternatives to problems. By the end of this course, students will be able to:

- Identify, interpret, assess, and evaluate relevant information; especially towards American politics
- 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 (1000 points)

- **Chapter Discussion Boards:** Since this a highbred class, some chapters' PowerPoints will be posted online and noted in the syllabus. You will be required to view the PowerPoints and then, answer discussion questions online. **(75 points)**
- **Political Teaching Presentation:** At the beginning of the course, you will select two chapter from the Western book. The two chapters do not have to be in consecutive, but should be chapters that excite you. You are responsible for teaching the material to the class in a ten to fifteen-minute presentation. In addition, you will be responsible for creating a visually appealing presentation, creating a learning activity to reinforce the key concepts, and will be leading the class in an engaging discussion. You should have prepared three to five discussion questions for the audience. **(100 points)**
- **Political Teaching Discussion Audience Participation:** Audience members are required to answer questions based upon your classmate's teaching presentation from the Western readings. Responses should be thoughtful, honest, and loaded with concrete evidence to support your claims. Even if you are not teaching the chapter, the audience is responsible for reading the assigned chapter. This is done in class, during the presentations, and counts as class participation points. If you are absent, for an unexcused reason, you forfeit the points for that day's presentations. **(50 points)**
- **Passion Argument Paper:** You will develop a 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 beyond the course's required text. You will go beyond explaining your stance, but arguing why your position is more favorable using techniques learned in the readings. Papers are turned in online, but you will have the opportunity to informally share your paper with the class. Further, Problem-Cause-Solution or Refutation 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. Each commercial presentation will be recorded by the professor and will be posted online. Then, students and the presenter will provide constructive criticism and positive comments on each commercial posted online. You are required to submit a one-page brief about the commercial online and what persuasive techniques were utilized online, along with the commercial clip. **(100 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 president debates, candidate commercials, new clips, or photographs 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. **(125 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 is to debate ethically,

respectfully, convincingly, and persuasively, as well as have a clear stance on the subject matter. It is important to remember, individual opinions will be respected and judged upon the evidence and points delivered. **(175 points)**

- **Exams:** There will be a one midterm performed online **(100 points)** and the final is the culminating experience of the presidential portfolio.
- **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. With each portion, you are required to provide a brief on what persuasive techniques were utilized in creating your presidential campaign. This can be turned in online or in class. This is considered your final examination. **(225 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	94-100
A-	90-93.9
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	65-66.9
F	0-54.9

First, the plus and minus system will be used according to the point totals. **Note:** I reserve the right to adjust the final course grade on the basis of your performance in these activities and other course activities. 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.

Course grades will be assigned by summing weighted assignment, examination grades, and all graded speeches and examinations must be completed to receive a passing course grade. This course does not grade on a curve and please read the attendance/late work policy. Grades of records will be determined by the following scale:

**Attendance Policy:**

**CLASS POLICIES:**

Since this class is on a tight schedule, assignments are due on the assigned due date, even in virtual formats. 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. Since this program is geared toward working professionals, late assignments are permitted; however, for each week the assignment is late, your work will be lowered a full letter grade for each week the assignment is late.

Attendance and participation are essential and imperative to success in this course since a major component involves presenting and responding to speeches.

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. 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 uses 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](#)

### **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/>

### **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/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

### **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.

### **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. We are all learners and teachers in this course; including me! We all have something to teach each other and we all have something to learn from each other. Politics and persuasion can be a charged and emotional subject matter, so please be respectful of all viewpoints. This class is designed for you, and if changes or due dates being altered are allowed; especially, because we are all working professionals. I am open for changes to make the course the best possible for you, but only when the class presents a logical, polite, well supported, and valid persuasive argument. Also, you are responsible for watching the presidential and vice presidential debates (9/26; 10/4; 10/9; 10/19).

DATE	TOPIC	ASSIGNMENT DUE
Sept-1	Course Introduction	<ul style="list-style-type: none"> <li>• Go over syllabus</li> <li>• Ice breakers</li> <li>• Passion argument paper explained</li> <li>• Passion argument prep</li> </ul>
Sept-8	What is Persuasion?	<ul style="list-style-type: none"> <li>• Ch. 1 (Gass): PP &amp; discussion questions due online</li> <li>• Ch. 2 (Gass): In class</li> <li>• Rough draft of passion argument paper due (hard copy class)</li> <li>• Sign up for Western teaching presentations</li> <li>• Go over Western teaching presentation &amp; prep</li> <li>• Samples Western teaching on Ch.1 (in class by professor)</li> </ul>
Sept-15	Attitudes & Credibility	<ul style="list-style-type: none"> <li>• Ch. 3 (Gass): In class</li> <li>• Ch. 4 (Gass): PP &amp; discussion questions due online</li> <li>• Passion argument paper due (online)</li> <li>• Go over Passion Campaign Presentation</li> <li>• Western Teaching Presentations: Ch. 2,3,4</li> </ul>
Sept-22	Characteristics & Conforming to Group	<ul style="list-style-type: none"> <li>• Exam 1 (online)</li> <li>• Ch. 5 (Gass): In class</li> <li>• Ch. 6 (Gass): PP &amp; discussion questions due online</li> <li>• Western Teaching Presentations: Ch. 4,5,6</li> <li>• Go over play by play assignment</li> <li>• Play by play prep (if time permits)</li> </ul>
Sept-29	Language & Nonverbal	<p><b>Sept-26: Watch &amp; take notes on Presidential Debate 1: Be prepared to discuss &amp; answer questions in class</b></p> <ul style="list-style-type: none"> <li>• Ch. 7 &amp; 8 (Gass): PP &amp; discussion questions due online</li> <li>• In class activities on the Gass readings</li> <li>• Passion Campaign/Commercials Presentation</li> <li>• Group workshop</li> </ul>
Oct-6	Structuring & Sequencing	<p><b>Oct-4: Watch &amp; take notes on Vice Presidential Debate: Be prepared to discuss &amp; answer questions in class</b></p> <ul style="list-style-type: none"> <li>• Ch. 9 (Gass): PP &amp; discussion questions due online</li> <li>• Watch &amp; Read Top Ten Famous Presidential Debates (online)<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> </ul>

		<ul style="list-style-type: none"> <li>• Passion Campaign Comments due (online)</li> <li>• Ch. 10 (Gass): In class</li> <li>• Play by play prep (if time permits)</li> </ul>
Oct-13	Compliance Gaining & Deception	<p><b>Oct-9: Watch &amp; take notes on Presidential Debate 2: Be prepared to discuss &amp; answer questions in class</b></p> <ul style="list-style-type: none"> <li>• Ch. 11 (Gass): PP &amp; discussion questions due online</li> <li>• Ch. 12 (Gass): In class &amp; activities</li> <li>• Ted Talks: How to Spot a Liar: Watch video online</li> <li>• Go over presidential debate assignment</li> <li>• Western Teaching Presentations: Ch. 7,8,9</li> </ul>
Oct-20	Motivational Appeals	<p><b>Oct-19: Watch &amp; take notes on Presidential Debate 3: Be prepared to discuss &amp; answer questions in class</b></p> <ul style="list-style-type: none"> <li>• Ch. 13 (Gass): Review PP online for in class activities</li> <li>• Play by play Group presentation; rough drafts &amp; outlines due (in class)</li> <li>• Presidential Debate Prep (if time)</li> </ul>
Oct-27	Presentations	<ul style="list-style-type: none"> <li>• Presidential Debates</li> <li>• Ch. 14 (Gass): In class</li> <li>• Ch. 16 (Gass): PP &amp; discussion questions due on line</li> <li>• Western Teaching Presentations: Ch. 10, 11, 12</li> <li>• Go over Presidential portfolio</li> </ul>
Nov-3	Esoteric Persuasion & Ethics	<ul style="list-style-type: none"> <li>• Ch. 15 (Gass): In class</li> <li>• Western Teaching Presentations: Ch. 13, 14, 15</li> <li>• Politics &amp; Communication Final Lecture</li> <li>• Presidential portfolio prep (if time)</li> </ul>
Nov-10	FINAL	<ul style="list-style-type: none"> <li>• Portfolio &amp; Presentations Final Due: Hard copy or on line</li> </ul>
		<p><b>SMILE! You are masters of Persuasive Communications ☺! Thank-you for all of your hard work throughout the semester and enjoy your well deserved break!</b></p>