

Term Information

Effective Term Spring 2018
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our programs remain the same; no program requirements are added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2367
Course Title Persuasive Communication
Transcript Abbreviation Persuasive Comm
Course Description Principles of persuasion as reasoned discourse.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance

Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Soph standing or above, and English 1110.01 (110) or equiv.

Previous Value

Prereq: Soph standing or above, and English 110 or equiv.

Exclusions

Not open to students with credit for 2367H (367H) or 367.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0101

Subsidy Level

General Studies Course

Intended Rank

Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Level 2 (2367)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand and apply knowledge of persuasion theory and research
- Analyze persuasive messages in society to become more critical consumers of persuasion
- Understand the role of ethics in persuasion
- Extend ability to read carefully and express ideas effectively through critical analysis, discussion, and writing
- Develop skills in effective communication and in accessing and using information analytically
- Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved

Content Topic List

- Introduction to persuasion
- Writing persuasively
- Attitudes and attitude-behavior link
- Social judgment theory
- Consistency and cognitive dissonance theory
- Theory of reasoned action
- Elaboration likelihood model
- Message, source, receiver and channel factors
- Persuasive speech

Attachments

- 2367 Online Syllabus SU17.docx: Proposed online course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Comm 2367_Persuasive Communication_Syllabus 3.21.docx: In-class course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Communication 2367 Technical Checklist.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- GE Rationale and Assessment Plan 2367 3.21.docx: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated Sept 2016.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	03/23/2017 10:33 AM	Submitted for Approval
Approved	Butte,Kylie M.	03/23/2017 10:34 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/23/2017 11:47 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/23/2017 11:47 AM	ASCCAO Approval

SYLLABUS: COMM 2367

PERSUASIVE COMMUNICATION

ONLINE SUMMER 2017

This course is designed to increase your understanding of persuasive communication, or messages intended to influence people's attitudes and behaviors. As a second-level writing course, it is also designed to improve your writing, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

Instructor

Instructor: Kristie Sigler

Email address: sigler.35@osu.edu

Phone number: 614-292-0451

Office hours: M/W 2-4 or by appointment.

TA (A-K): Melissa Abo

Email address: abo.1@osu.edu

Office hours: T/Th 10-12 or by appointment.

Course description and prerequisites

English 1110.xx or equivalent, and sophomore standing. This course fulfills the GE Writing and Communication Level Two requirement for non-communication majors and fulfills a major requirement for communication majors. (If you are admitted to the School of Communication as a major, or plan to be, you will have to take another course to fulfill the GE Writing and Communication Level Two requirement.)

Course learning outcomes

Communication 2367 is a GE second level Writing and Communication. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions, individual research, writing assignments, and oral presentations.

Writing and Communication

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

Second Level Writing Course Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.

COMM 2367 fulfills this GE requirement by developing students' ability to research and analyze their topic across the semester. Students begin by analyzing and discussing the issues and evidence associated with their topic. As they develop effective written arguments, they also learn to read carefully and express their ideas.

2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students are provided opportunities to evaluate evidence about their topic and select appropriate theories and techniques to write and present persuasive arguments. Students also learn the conventions of academic discourse to express original ideas.

3. Students access and use information critically and analytically.

COMM 2367 fulfills this requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students will use highly credible and relevant sources to analyze and build effective persuasive arguments.

COURSE OBJECTIVES

Students who complete this course will also:

1. Understand and apply knowledge of persuasion theory and research.
2. Analyze persuasive messages in society to become more critical consumers of persuasion.
3. Understand the role of ethics in persuasion.
4. Observe and critique the effectiveness of persuasive strategies.
5. Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved.

Course materials

Required

Perloff, R. M. (2013). *The dynamics of persuasion: Communication and attitudes in the 21st century* (5th ed.). New York: Routledge.

Recommended

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - Help guides on the use of Secured Media Library can be found at <https://resourcecenter.odde.osu.edu/securedmedialibrary>
- **Carmen Connect**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor or TA in the virtual office hours room.
 - Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odde.osu.edu/carmenconnect>
- **Mediasite:**
 - Mediasite is Ohio State's Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
 - Help guides on the use of Mediasite can be found at <https://resourcecenter.odde.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

Assignment or category	Points
<p>Quizzes</p> <p><i>Four quizzes will test your knowledge of materials presented. The first quiz will be on the syllabus and course materials. The next 3 will be on materials from readings and lecture. The quizzes will be presented on Carmen and will be multiple choice questions on application of materials. Quizzes will be timed and once a question is answered, it may not be reviewed. The lowest of your quiz grades will be dropped.</i></p>	75
<p>Comprehension Exam</p> <p><i>One exam will be delivered on Carmen to assess comprehension of reading and lecture materials. Students may use notes and the book, but the exam will be timed at 1.5 minutes per question. Additionally, once a question is answered, it may not be reviewed. These questions also focus on application of the materials. Use of resources will only be useful to refresh your memory, not to find the answers. Questions will also be randomly chosen from a question library from categories of questions determined to be fair and equal. Exams in the course are highly unlikely to look alike.</i></p>	60
Discussion Board Posts	85

<p><i>Three discussion board discussions are intended to help you critically evaluate and engage with the material in an applied manner.</i></p>	
<p>Annotated Bibliography</p> <p><i>This 2-3 page assignment requires you to begin researching your problem. You will develop your ability to access, evaluate, and use credible information by identifying and summarizing at least five highly credible sources you intend to use in your Problem, Solution, and Barriers Paper (see below).</i></p>	<p>50</p>
<p>Audience Analysis Survey</p> <p><i>Knowing your audience is essential to effective persuasive communication. This assignment will help you measure audience attitudes about your problem and recommended solution. This assignment has two components:</i></p> <p><i>a. Survey Questions: You will develop 5 survey questions related to the problem and the work of your nonprofit organization.</i></p> <p><i>b. Respond to Surveys: As an individual, take time to respond to the surveys of the other classmates.</i></p>	<p>30</p>
<p>Problems, Solution and Barriers Paper</p> <p><i>This 4-5 page paper asks you to explore the problem and your recommended solution (volunteer at or donate to a particular organization), as well as investigate barriers your audience may have to accepting the solution.</i></p>	<p>70</p>
<p>Audience Analysis Essay and Discussion (65 pts): <i>In this assignment, you will summarize, analyze, and apply information from the audience survey and textbook material to your persuasive speech in an essay posted online. You will then participate in an online group discussion to analyze the original ideas of your peers and improve the effectiveness of your own persuasive arguments. In other words, you will compose and submit a formal essay as a discussion post for your peers to read and respond (450-550 words, or 2-3 pages). You will then respond to at least 2 posts from your group. The total word requirement here is at least 400-500 words or 1.5-2.5 pages.</i></p>	<p>65</p>
<p>Media and Persuasion Speech</p> <p><i>This 2-4 minute speech asks you to locate and apply a media example to what you have been learning about persuasion. You will develop your ability to make connections between textbook material and media you encounter daily. You will also gain familiarity with the speech recording process and practice public speaking to prepare for your Persuasive Speech at the end of the semester. Speeches will be recorded directly into the Carmen discussion board. Your webcam and microphone will need to be enabled. For any questions, please refer to the Canvas Student Guide posted on the Carmen page or see</i></p>	<p>20</p>

<i>the contact information for Carmen help earlier in the syllabus.</i>	
<p>Media and Persuasion Speech Responses</p> <p><i>You are asked to provide analysis of at least 2 of your classmates' speeches via Carmen Peer Review.</i></p>	10
<p>Persuasive Speech</p> <p><i>In this culminating assignment, you will use the knowledge you have gained from the textbook, class discussions, and previous assignments to deliver a 5-6 minute persuasive speech (with a 2-3 page topic outline). You will submit a topic outline and deliver your speech on the problem in your assigned region (Columbus, Ohio, the Midwest, the United States). Your speech should persuade the audience to volunteer at or donate to the nonprofit organization you have chosen.</i></p> <p><i>Speeches will be recorded directly into the Carmen discussion board. Your webcam and microphone will need to be enabled. For any questions, please refer to the Canvas Student Guide posted on the Carmen page or see the contact information for Carmen help earlier in the syllabus.</i></p>	80
<p>Persuasive Speech Discussion</p> <p><i>You will have an opportunity to actively participate in an online discussion with your assigned group by asking questions and discussing each presentation in ways that include how presenters might improve their persuasive arguments and/or delivery.</i></p>	20
<p>Reflection Paper</p> <p><i>In this paper, you will reflect on what you learned through the class readings and assignments as well as offer your thoughts and opinions about your experience this semester. It is important for to thoughtfully consider what you have learned and how it might be personally, academically, and professionally applicable (3-4 pages).</i></p>	25
<p>Peer Review (10 pts): <i>In this assignment, you will provide detailed comments about another student's draft of the Annotated Bibliography (5 points) and the Problem, Solution, and Barriers Paper (5 points).</i></p> <p><i>Revision opportunities for Annotated Bibliography and Problem, Solution, and Barriers Paper: You will submit a draft to Carmen and then receive a draft to evaluate. Peer reviewers must fill out a rubric and respond to 5-8 questions about the paper they are reviewing. You will then receive the feedback and use that to revise your paper before a final draft is submitted.</i></p>	10
C-Rep Participation*	Extra Credit

Total	500 Points and 100%
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See course schedule and assignment guide, both below, for due dates and descriptions.

C-REP (Communication Research Experience Program) Research Credits: All students enrolled in COMM 2367 may participate in the Communication Research Experience Program (“C-REP”). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing two hours of C-REP research studies, OR
 - Completing two C-REP alternative written assignments, OR
 - Completing a combined total of two hours of research studies and alternative writing assignments.
- You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Jessica Frampton at Frampton.22 @osu.edu.

Late assignments

A 2 hour grace period is given for each assignment to ease any technology or personal issues that may arise. Late submissions for assignments will not incur a penalty during the grace period, but will incur a 30% penalty each day the submission is late. The first day begins one minute after the grace period has ended, with an automatic loss of 30% of the points. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Carmen.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or post accepted with no penalty after the assignment period closes.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn those points.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

Myself or the TAs will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures: THREE TIMES PER WEEK**
Recorded lectures will be uploaded to the Mediasite folder THREE TIMES per week on MWF. More than one lecture may appear in the upload. The videos are short to provide the most optimal viewing experience and to increase attention and engagement. Watch a lecture, take a break, come back to the next. The course will assume a typical schedule for a MWF in-person course. The lectures should be viewed within 24 hours of posting to be sure you are up to date with the course materials.
- **Office hours:**
We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Office hours are digital via Carmen Connect.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience.

Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Course schedule (tentative)

Week	Dates	Topics & Readings	Deadlines
1	5/10 5/12	Topic: Introduction to Class and APA Writing Reading: none Media: Purdue OWL APA tutorials	Quiz : Syllabus and APA Topic Choice Survey
2	5/15-5/19	Topic: Defining Persuasion and Propaganda Reading: Chapter 1 (pgs. 3-37) Media: To Tell the Truth: The Strategy of Truth	Discussion Post 1
3	5/22-5/26	Topic: Historical Perspectives/ Research Writing and Finding Credible Sources Reading: Chapter 2 (pgs. 38-66)	Quiz 1 Media and Persuasion Speech Sign Up
4	5/29 (Memorial Day, no class) 5/31-6/2	Topic: Attitudes: Definition and Structure Reading: Chapter 3 (pgs. 67-89)	Annotated Bibliography Draft 5/31 Peer Review 6/2
5	6/5-6/9	Topic: Attitudes: Strong Attitudes Reading: Chapter 4 (pgs. 90-116)	Quiz 2 Annotated Bibliography Final Draft 6/5
6	6/12-6/16	Topic: Attitudes: Functions and Consequences Reading: Chapter 5 (pgs.117-152)	Media and Persuasion Speeches
7	6/19-6/23	Topic: Processing Persuasive Communication/ Fear and Guilt Reading: Chapters 7 (pgs. 179-221) and 10 (296-318)	Discussion Post 2
8	6/26-6/30	Topic: Attitude Measurement/ Cognitive Dissonance	Problems, Solutions, and Barriers Draft 6/26

		Reading: Chapters 6 (153-176) and 11 (pgs. 319-346)	Peer Review 6/28 Final 6/30
9	7/3-7/7	Topic: Interpersonal Persuasion/ Source Factors Reading: Chapters 12 (pgs. 349-383) and 8 (222-262) Comprehension Exam	Comprehension Exam 7/7 Survey Questions Due 7/5 Surveys Distributed 7/7
10	7/10-7/14	Topic: Speech Ethics Reading: Fraleigh, D.M., & Tuman, J.S. (2011). Speak Up: An illustrated guide to public speaking. Boston: Bedford (pp. 64-89) on Carmen	Discussion Post 3 Survey Responses Responses 7/12
11	7/17-7/21	Topic: Speech Delivery and Presentation Reading: Fraleigh & Tuman (pp. 364-395); on Carmen.	Audience Analysis Essay/Discussion Post Essay 7/21 Responses 7/25
12	7/24-7/28	Persuasive Speeches Due: Assignment 3, 7/28 at 11:59pm Video and Manuscript	Speech posted 7/26 Discussion 7/28
Exam Week		Reflection Paper Due 8/1 at 11:59pm	

SAMPLE ASSIGNMENT

COMM 2367: Persuasive Communication Town Hall Meeting Speech

5-6 minutes, 80 points

Expected Learning Outcomes

GE Course

- Second Level Writing and Communication Course
- Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
- Students further develop basic skills in expository writing and oral expression.
- Students develop skills in effective communication and in accessing and using information analytically.

Overview

Now that you have written your Audience Analysis Paper, you will apply what you learned to your speech. Your Problem, Solution, and Barriers Paper provides the preliminary foundation for your speech, but you are expected to revise and modify your message based on your discussion in your Audience Analysis Paper.

You are to prepare and deliver an extemporaneous speech on the topic of your region's Town Hall Meeting. An extemporaneous presentation is delivered without a manuscript, although note cards or an outline may be used. It is well prepared ahead of time, even though the exact language used to present ideas is not predetermined.

You are also required to use presentation software (PowerPoint or Prezi) to support and enhance your speech. You must cite at least 8 sources in your final speech, and 5 must meet the requirements on the *COMM 2367 Source Requirements* document.

Guidelines for Group Members

Develop a 2-3 page **topic outline** of your persuasive speech. The outline may be due one class period prior to your speech or the day of your speech; see your instructor for details.

Provide a topic outline of the three major arguments comprising your speech (problem, solution, and barriers), taking into account the knowledge that you gained from the Audience Survey. The outline should include the following elements, but you are encouraged to be creative and strategic in the way your speech is organized. (See <http://faculty.washington.edu/ezent/impo.htm> for some suggestions.)

A. Introduction

- Indicate the major and minor points in the introduction.
 - Include information about stylistic devices you intend to use (e.g., attention-getter, audience participation exercise, visual aids or demonstrations, etc.).

B. Problem Argument

- Indicate the major and minor points that comprise the problem argument.
- Cite *at least 3 high quality sources* to support your claims.
 - Include information about stylistic devices you intend to use (e.g., audience participation exercise, visual aids or demonstrations, etc.).
 - Include information about persuasive appeals you intend to use (e.g., ethos, pathos, logos).
 - Include information about evidence you intend to use (e.g., factual assertions, statistics, testimonials/case studies, opinions advanced by credible sources).

C. Solution(s) Argument

- Indicate the major and minor points that comprise the solutions(s) argument. Be very clear and specific about what you want your audience to do—remember the importance of explicit conclusion drawing.
- Address response efficacy and self-efficacy.
- Cite *at least 3 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

D. Barriers Argument

- Indicate the major and minor points that comprise the barriers argument. Discuss the barriers and present arguments to overcome each one. Be creative! This will help set your argument apart from the barriers argument of your group members.
- Cite *at least 2 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

E. Conclusion

- Indicate the major and minor points in the conclusion of your speech.
 - Include information about stylistic devices you intend to use

Your speech will be evaluated on the following general criteria:

1. The speech is no shorter than 5 minutes and no longer than 6 minutes.
2. The speech is well documented and reasoned. You need to demonstrate that you researched your topic and know what you are talking about.
3. The speech is organized, clear, and easy to follow. You should avoid a rambling, disjointed presentation. You do not have time to waste. You must determine the key points you need to make and organize them in an effective, easy-to-follow sequence.
4. The speech engages the audience. You must adapt your message to your audience's interests and motivations. In other words, show them why they should be interested in the topic by demonstrating its relevance to them. Show them why they should care.
5. The speech includes a slide presentation. Your slides should enhance your speech; they should not become the focus.
6. The speech demonstrates application of theory and principles of persuasion. That is, it must reflect what you learned during the first half of the class. *Remember, your speech is for your audience, not for your instructor—your persuasive strategy should be developed accordingly.*

*If you choose to use a video clip as part of your visual aid, the length of your clip will not be included as a timed part of your speech.

Guidelines for Moderators

Develop a 2-3 page **outline** of your presentation. The outline may be due one class period prior to your speech or the day of your speech; see your instructor for details.

You will begin with a welcome to the town hall meeting in general, and you will conclude with a brief introduction of each group member. You will provide a topic outline of the two major arguments comprising your speech (problem and barriers), taking into account the knowledge that you gained from the audience analysis survey. The outline should include the following elements, but you are encouraged to be creative and strategic in the way your speech is organized. (See <http://faculty.washington.edu/ezent/impo.htm> for some suggestions.)

A. Welcome to Town Hall Meeting

- Indicate the major and minor points you intend to make in your welcome.
 - Include a general welcome, an overview/agenda of the meeting, a list of group members' names and organizations, and discussion guidelines
 - Be creative! Every Town Hall Meeting will begin with this information, so grab your audience's attention with a unique opening.

for your audience.

B. Introduction to Your Speech

- Indicate the major and minor points you intend to make in the introduction of your speech.
 - Include information about stylistic devices you intend to use (e.g., attention-getter, audience participation exercise, visual aids or demonstrations, etc.).

C. Problem Argument

- Indicate the major and minor points that comprise the problem argument.
- Cite *at least 5 high quality sources* to support claims you intend to make.
 - Include information about stylistic devices you intend to use (e.g., audience participation exercise, visual aids or demonstrations, etc.).
 - Include information about persuasive appeals you intend to use (e.g., ethos, pathos, logos).
 - Include information about evidence you intend to use (e.g., factual assertions, statistics, testimonials/case studies, opinions advanced by credible sources).

D. Barriers Argument

- Indicate the major and minor points that comprise the barriers argument. Discuss the barriers and present arguments to overcome each one.
- Cite *at least 3 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

E. Conclusion of Your Speech

- Indicate the major and minor points you intend to make in the conclusion of your speech.
 - Include information about stylistic devices you intend to use

F. Introduction of Group Members

- You should provide a brief introduction of each group member immediately before his or her speech. Include the following:
 - Each group member's name
 - His or her NPO
 - Information to establish the group member's credibility. Consider the following:
 - Time spent on research this semester
 - Major/educational background
 - Volunteer experience
 - Personal connection to the NPO
 - Personal experience with the problem
 - Etc.

Your speech will be evaluated on the following general criteria:

1. The speech is no shorter than 5 minutes and no longer than 6 minutes. Your speech time does not include the welcome or the group member introductions.
2. The speech is well documented and reasoned. You need to demonstrate that you researched your topic and know what you are talking about.
3. The speech is organized, clear, and easy to follow. You should avoid a rambling, disjointed presentation. You do not have time to waste. You must determine the key points you need to make and organize them in an effective, easy-to-follow sequence.
4. The speech engages the audience. You must adapt your message to your audience's interests and motivations. In other words, show them why they should be interested in the topic by demonstrating its relevance to them. Show them why they should care.
5. The speech includes a slide presentation. Your slides should enhance your speech; they should not become the focus.
6. The speech demonstrates application of theory and principles of persuasion. That is, it must reflect what you learned during the first half of the class. *Remember, your speech is for your audience, not for your instructor—your persuasive strategy should be developed accordingly.*

*If you choose to use a video clip as part of your visual aid, the length of your clip will not be included as a timed part of your speech.

Town Hall Meeting Speech (Group Members)

	Excellent			Poor	
Introduction					
Effectively uses a strong attention getter	2	1.5	1	.5	0
Persuasively articulates a clear purpose and provides a brief overview of the speech	2	1.5	1	.5	0
Problem Argument					
Effectively demonstrates existence, magnitude, urgency, and relevance	8	6	4	2	0
Uses appropriate evidence to support claims in sophisticated ways (at least 3 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Solution Argument					
Clearly articulates a specific solution	2	1.5	1	.5	0
Effectively addresses response efficacy (focuses on the work and impact of the NPO)	4	3	2	1	0
Effectively addresses self-efficacy	2	1.5	1	.5	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Barriers Argument					
Clearly identifies, discusses, and overcomes main barriers	4	3	2	1	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Conclusion					
Reviews major points; summarizes speech	2	1.5	1	.5	0
Ends speech with an effective conclusion; has a strong closing statement	2	1.5	1	.5	0
Overall Message					
Not only follows the basic requirements for the assignment, but demonstrates a serious, thoughtful and studied engagement with the project/speech	5	4	2.5	1	0
Articulates original ideas and demonstrates creativity	5	4	2.5	1	0
Arranges material in a clear, persuasive way that an audience can follow. The connections between points are evident and strengthen the overall claims of the speech	5	4	2.5	1	0

Town Hall Meeting Speech (Group Members—cont.)

Message Delivery					
Presents an extemporaneous speech (uses note cards or outline effectively; does not read)	3	2	1.5	1	0
Projects confidence, composure, enthusiasm	3	2	1.5	1	0
Vocal delivery skills enhance speech (volume, tone, inflection, rate, articulation, pausing)	3	2	1.5	1	0
Nonverbal delivery skills enhance speech (eye contact, facial expressions, gestures, movement, proxemics, physical appearance)	3	2	1.5	1	0
PowerPoint or Prezi presentation is professional and free of errors; slides are purposeful in enhancing and supporting speaker's points	3	2	1.5	1	0
Skillfully utilizes media (PowerPoint, Prezi, video or audio clips)	3	2	1.5	1	0
Engages and clearly adapts message for the audience (focuses on students rather than instructor)	3	2	1.5	1	0
Speech Outline					
Organization is clear and includes required components (title page, introduction, body, conclusion)	4	3	2	1	0
In-text citations are in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Reference page is in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Demonstrates application of persuasion concepts/theory and audience survey results	2	1.5	1	.5	0

Adjustments (your grade may be lowered up to 10% for going over or under the 5-6 minute time limit)

Timing:

-2 points if speech is over/under limit

-4 points if speech is over/under limit by 30 seconds or more

-8 points if speech is over/under limit by 1 minute or more

TOTAL _____/80

COMM 2367: PERSUASIVE COMMUNICATION
Spring 2017

INSTRUCTOR: KRISTIE SIGLER

OFFICE: JR 317

PHONE: (614) 292-7879

EMAIL: SIGLER.35@OSU.EDU

OFFICE HOURS: WED. 11:30 AM—1:30 PM / TUES. & THURS. 9:30 AM—10:30 AM
OR BY APPOINTMENT

PREREQUISITES

English 1110.xx or equivalent, and sophomore standing. This course fulfills the GE Writing and Communication Level Two requirement *for non-communication majors* and fulfills a major requirement *for communication majors*. (If you are admitted to the School of Communication as a major, or plan to be, you will have to take another course to fulfill the level two Writing and Communication requirement.)

COURSE DESCRIPTION

This course is designed to increase your understanding of persuasive communication, or messages intended to influence people's attitudes and behaviors. As a second-level writing course, it is also designed to improve your writing, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

GE COURSE OUTCOMES

Communication 2367 is a GE second level writing and communication course under the category: Writing and Communication. The goal of these courses is to develop skills in writing, reading, critical thinking, oral expression, and visual expression. This course satisfies the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and two oral presentations:

Writing and Communication

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

Second Writing Course Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively. (ELO1)

COMM 2367 fulfills this requirement by developing students' ability to research and analyze their topic across the semester. Students begin by analyzing and discussing the issues and evidence associated with their topic. As they develop effective written arguments, they also learn to read carefully and express their ideas.

2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline. (ELO2)

COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students are provided opportunities to evaluate evidence about their topic and select appropriate theories and techniques to write and present persuasive arguments. Students also learn the conventions of academic discourse to express original ideas in a persuasive paper as well as in an informative and a persuasive speech.

3. Students access and use information critically and analytically. (ELO3)

COMM 2367 fulfills this requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students will use highly credible and relevant sources to analyze and build effective persuasive arguments.

COURSE OBJECTIVES

Students who complete this course will also:

1. Understand and apply knowledge of persuasion theory and research.
2. Analyze persuasive messages in society to become more critical consumers of persuasion.
3. Understand the role of ethics in persuasion.
4. Observe and critique the effectiveness of persuasive strategies.
5. Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved.

REQUIRED TEXT

Perloff, R. M. (2013). *The dynamics of persuasion: Communication and attitudes in the 21st century* (5th ed.). New York: Routledge.

RECOMMENDED READINGS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE REQUIREMENTS

The overall design of the course centers on mock town hall meetings that will take place at the end of the semester. With the exception of the exams, quizzes, reflection paper, and participation, all course assignments are integrated and culminate in a speech to be delivered at the mock town hall meeting. The goal of *each* town hall meeting is to:

- Present a problem (e.g., poverty) in a particular region (e.g., Ohio).
- Deliver speeches to persuade the audience to volunteer at or donate to a particular nonprofit organization that is actively and effectively addressing the problem (e.g., Ohio Poverty Law Center).
- Discuss the speeches and vote for the most persuasive speaker.

A detailed description of each assignment is available on Carmen and will be discussed in class.

ASSIGNMENT OVERVIEW

Exams (100 pts): Each 25-question exam will cover required readings and lectures. Each exam may include multiple choice, true-false, and/or matching items.

Annotated Bibliography (50 pts): This assignment requires you to begin researching your problem. You will develop your ability to access, evaluate, and use credible information by identifying and summarizing at least five highly credible sources (2-3 pages).

Problem, Solution, and Barriers Paper (70 pts): This paper requires you to explore the problem and your recommended solution, as well as investigate barriers your audience may have to accepting the solution (4-5 pages).

Audience Survey (30 pts): Knowing your audience is essential to effective persuasive communication. This assignment will help you measure audience attitudes about your problem and recommended solution.

Audience Analysis Essay and Discussion (65 pts): In this assignment, you will summarize, analyze, and apply information from the audience survey and textbook material to your persuasive speech in an essay posted online. You will then participate in an online group discussion to critically analyze the ideas of your peers and how you might use these ideas to improve the effectiveness of your own persuasive arguments. In other words, you will compose and submit a formal essay as a discussion post for your peers to read and respond (450-550 words, or 2-3 pages). You will then respond to at least 2 posts from your group. The total word requirement here is at least 400-500 words or 1.5-2.5 pages.

Town Hall Meeting Speech (80 pts): In this culminating assignment, you will use the knowledge you have gained from the textbook, class discussions, and previous assignments to deliver a 5-6 minute persuasive speech at a mock town hall meeting (2-3 page topic outline)

Town Hall Meeting Participation (20 pts): You will have an opportunity to actively participate in the mock town hall meeting by asking questions, engaging in discussion, and offering peer feedback on presentations.

Media and Persuasion Speech (20 pts): This 2-4 minute speech will develop your ability to make connections between textbook material and media you encounter daily.

Reflection Paper (25 pts): In this paper, you will reflect on what you learned through the class readings and assignments. It is important for you to thoughtfully consider what you have learned and how it might be personally, academically, and professionally applicable (3-4 pages).

Quizzes (30 pts): Three quizzes (10 points each) will focus on assigned readings and may include short answer, multiple choice, true-false, and/or matching items.

Peer Review (10 pts): In this assignment, you will provide detailed comments about another student's draft of the Annotated Bibliography (5 points) and the Problem, Solution, and Barriers Paper (5 points).

Revision opportunities for Annotated Bibliography and Problem, Solution, and Barriers Paper: You will submit a draft to Carmen and then receive a draft to evaluate. Peer reviewers must fill out a rubric and respond to 5-8 questions about the paper they are reviewing. You will then receive the feedback and use that to revise your paper before a final draft is submitted. Everything happens online.

GRADING

Your final grade is based on four categories:

Writing Assignments	Quizzes/Exams	Speech	Participation
50%	26%	20%	4%

Following are the point values for each assignment:

Assignment	Points
Exams	100
Annotated Bibliography	50
Problem, Solution, and Barriers Paper	70
Audience Survey	30
Audience Analysis Online Discussion	60
Town Hall Meeting Speech	80
Town Hall Meeting Participation	20
Media and Persuasion Speech	20
Reflection Paper	25
Quizzes	30
Peer Review/Participation	15
TOTAL	500

Grade	Percent	Points
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	73-76	365-384

C-	70-72	350-364
D+	67-69	335-349
D	60-66	300-334
E	Less than 60	299 points or less

POLICIES AND EXPECTATIONS

Attendance: Attendance is expected at all class sessions, but you may miss three classes without penalty. For every class you miss beyond three, your grade will be lowered by 1/3 of your overall grade (e.g., B would become B-, C+ would become C, etc.). University approved absences are exempt from this policy. Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted *within one week* of the absence. Attendance will be taken at each class session.

Missed or Late Exam: You are required to take the exam on the scheduled day and time (see schedule below). If you do not take the exam, you will receive 0 points for the exam. The exam may only be made up when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for make up are made within 24 hours of the missed exam. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the exam. If you arrive after the first person has completed and/or left the exam, you will receive 0 points for the exam.

Late Assignments: Assignments must be submitted as indicated below (see Written Assignments) *no later than 11:59 p.m.* on the assigned due date. Assignments may be accepted late via email but will receive a grade penalty based on the following:

Assignment submission date	Maximum grade (% of total possible points)
1 day late	90%
2 days late	80%
3 or more days late	No credit

Written Assignments: In-class assignments may be handwritten, but all other work must be typed and must conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). Unless otherwise noted, assignments must be uploaded to the dropbox *no later than 11:59 p.m.* on the assigned due date.

Communications: I will post class updates, extra credit opportunities, and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Classroom Civility: We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

Punctuality: Class begins on time every day to guarantee that all scheduled discussions and activities are completed, particularly on days when your fellow students are speaking or presenting. You are expected to be punctual. If you are late for class, do not enter the classroom while another student is speaking or presenting. Please wait outside until there is a break between speeches or presentations.

Challenging a Grade: I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment *within one week* of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

Extra Credit: You will have opportunities during the semester to earn extra credit by participating in research studies. You may not earn more than 4 extra credit points. The only exception is for the winning speaker from each group or the winning moderator in the class; these individuals may not earn more than 8 extra credit points.

Academic Misconduct: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Writing Center: All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

REASONABLE ACCOMMODATION POLICY

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

DISCLAIMER

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

COURSE INFORMATION

Because COMM 2367 is a GE course, the School of Communication requires that all sections use a common syllabus, textbook, assignment descriptions, rubrics, and due dates. (Exams, quizzes, and participation points will vary by instructor.) Instructors are expected to be consistent and fair across all sections to ensure that all students are meeting course outcomes. If you have any concerns, you may contact the Course Supervisor, Kristie Sigler.

COURSE SUPERVISOR: KRISTIE SIGLER

OFFICE: JR 317

EMAIL: SIGLER.35@OSU.EDU

OFFICE HOURS: BY APPOINTMENT

TENTATIVE DAILY SCHEDULE

*FOR WEEKS 1-12, TOPICS AND ACTIVITIES LISTED MAY OCCUR ON ANY DAY OF THE WEEK.

WEEK	DATE	TOPIC AND ACTIVITY*	READING(S) DUE	ASSIGNMENT(S) DUE
WEEK 1		OVERVIEW OF COURSE AND ASSIGNMENTS; INTRODUCTIONS <i>INTRODUCTION TO PERSUASION</i>	CHAPTER 1 (PP. 3-37)	
WEEK 2		<i>HISTORICAL AND ETHICAL FOUNDATIONS; ATTITUDES: DEFINITION AND STRUCTURE</i> GROUP MEETINGS	CHAPTER 2 (PP. 38-66) CHAPTER 3 (PP. 67-89)	
WEEK 3		<i>ATTITUDES: DEFINITION AND STRUCTURE THEORY AND RESEARCH ON STRONG ATTITUDES</i> GROUP MEETINGS	CHAPTER 3 (PP. 67-89) CHAPTER 4 (PP. 90-116)	ANNOTATED BIBLIOGRAPHY <ul style="list-style-type: none"> • DRAFT • PEER REVIEW • FINAL
WEEK 4		<i>ATTITUDES: FUNCTIONS AND CONSEQUENCES; PROCESSING PERSUASIVE COMMUNICATION</i> GROUP MEETINGS	CHAPTER 5 (PP. 117-152) CHAPTER 7 (PP. 179-221)	
WEEK 5		SPEECHES EXAM		MEDIA AND PERSUASION SPEECH EXAM, CH. 1-5, 7
WEEK 6		<i>EMOTIONAL MESSAGE APPEALS: FEAR AND GUILT; ATTITUDE MEASUREMENT;</i> GROUP MEETINGS DRAFT DISCUSSION/EVALUATION	CHAPTER 10 (PP. 296-318) CHAPTER 6 (PP. 153-176)	PROBLEM, SOLUTION, AND BARRIERS PAPER <ul style="list-style-type: none"> • DRAFT • PEER REVIEW • FINAL
WEEK 7		<i>SOURCE FACTORS IN PERSUASION; COGNITIVE DISSONANCE THEORY</i> GROUP MEETINGS	CHAPTER 8 (PP. 222-262) CHAPTER 11 (PP. 319-346)	SURVEY QUESTIONS

WEEK	DATE	TOPIC AND ACTIVITY*	READING(S) DUE	ASSIGNMENT(S) DUE
WEEK 8		<i>INTERPERSONAL PERSUASION;</i> <i>HEALTH COMMUNICATION CAMPAIGNS</i> SPEAKING ACTIVITY GROUP MEETINGS	CHAPTER 12 (PP. 349-383) CHAPTER 14 (PP. 421-458)	SURVEY DRAFT DISTRIBUTE SURVEY
WEEK 9		SPEECHES EXAM		RESPOND TO SURVEYS MEDIA AND PERSUASION SPEECH EXAM, CH. 6, 8, 10-12, 14
WEEK 10		SPRING BREAK (NO CLASS)		
WEEK 11		SPEECH ETHICS ANALYZING, INTERPRETING SURVEY DATA SPEAKING ACTIVITY GROUP MEETINGS	FRALEIGH & TUMAN (PP. 64-89)	
WEEK 12		DELIVERING YOUR SPEECH SPEAKING ACTIVITY GROUP MEETINGS DRAFT DISCUSSION/EVALUATION	FRALEIGH & TUMAN (PP. 364-395)	AUDIENCE ANALYSIS DISCUSSION <ul style="list-style-type: none"> • INTERPRETATION POST • RESPONSE POSTS
WEEK 13		PRESENTATION AIDS GROUP MEETINGS COLUMBUS I TOWN HALL MEETING	FRALEIGH & TUMAN (PP. 420-455)	TOWN HALL MEETING SPEECH, TOWN HALL MEETING PARTICIPATION
WEEK 14		COLUMBUS II TOWN HALL MEETING OHIO TOWN HALL MEETING	.	TOWN HALL MEETING SPEECH, TOWN HALL MEETING PARTICIPATION
WEEK 15		MIDWEST TOWN HALL MEETING UNITED STATES TOWN HALL MEETING		TOWN HALL MEETING SPEECH, TOWN HALL MEETING PARTICIPATION
FINALS				REFLECTION PAPER

SAMPLE ASSIGNMENT

COMM 2367: Persuasive Communication Town Hall Meeting Speech

5-6 minutes, 80 points

Expected Learning Outcomes

GE Course

- Second Level Writing and Communication Course
- Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
- Students further develop basic skills in expository writing and oral expression.
- Students develop skills in effective communication and in accessing and using information analytically.

Overview

Now that you have written your Audience Analysis Paper, you will apply what you learned to your speech. Your Problem, Solution, and Barriers Paper provides the preliminary foundation for your speech, but you are expected to revise and modify your message based on your discussion in your Audience Analysis Paper.

You are to prepare and deliver an extemporaneous speech on the topic of your region's Town Hall Meeting. An extemporaneous presentation is delivered without a manuscript, although note cards or an outline may be used. It is well prepared ahead of time, even though the exact language used to present ideas is not predetermined.

You are also required to use presentation software (PowerPoint or Prezi) to support and enhance your speech. You must cite at least 8 sources in your final speech, and 5 must meet the requirements on the *COMM 2367 Source Requirements* document.

Guidelines for Group Members

Develop a 2-3 page **topic outline** of your persuasive speech. The outline may be due one class period prior to your speech or the day of your speech; see your instructor for details.

Provide a topic outline of the three major arguments comprising your speech (problem, solution, and barriers), taking into account the knowledge that you gained from the Audience Survey. The outline should include the following elements, but you are encouraged to be creative and strategic in the way your speech is organized. (See <http://faculty.washington.edu/ezent/impo.htm> for some suggestions.)

A. Introduction

- Indicate the major and minor points in the introduction.
 - Include information about stylistic devices you intend to use (e.g., attention-getter, audience participation exercise, visual aids or demonstrations, etc.).

B. Problem Argument

- Indicate the major and minor points that comprise the problem argument.
- Cite *at least 3 high quality sources* to support your claims.
 - Include information about stylistic devices you intend to use (e.g., audience participation exercise, visual aids or demonstrations, etc.).
 - Include information about persuasive appeals you intend to use (e.g., ethos, pathos, logos).
 - Include information about evidence you intend to use (e.g., factual assertions, statistics, testimonials/case studies, opinions advanced by credible sources).

C. Solution(s) Argument

- Indicate the major and minor points that comprise the solutions(s) argument. Be very clear and specific about what you want your audience to do—remember the importance of explicit conclusion drawing.
- Address response efficacy and self-efficacy.
- Cite *at least 3 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

D. Barriers Argument

- Indicate the major and minor points that comprise the barriers argument. Discuss the barriers and present arguments to overcome each one. Be creative! This will help set your argument apart from the barriers argument of your group members.
- Cite *at least 2 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

E. Conclusion

- Indicate the major and minor points in the conclusion of your speech.
 - Include information about stylistic devices you intend to use

Your speech will be evaluated on the following general criteria:

1. The speech is no shorter than 5 minutes and no longer than 6 minutes.
2. The speech is well documented and reasoned. You need to demonstrate that you researched your topic and know what you are talking about.
3. The speech is organized, clear, and easy to follow. You should avoid a rambling, disjointed presentation. You do not have time to waste. You must determine the key points you need to make and organize them in an effective, easy-to-follow sequence.
4. The speech engages the audience. You must adapt your message to your audience's interests and motivations. In other words, show them why they should be interested in the topic by demonstrating its relevance to them. Show them why they should care.
5. The speech includes a slide presentation. Your slides should enhance your speech; they should not become the focus.
6. The speech demonstrates application of theory and principles of persuasion. That is, it must reflect what you learned during the first half of the class. *Remember, your speech is for your audience, not for your instructor—your persuasive strategy should be developed accordingly.*

*If you choose to use a video clip as part of your visual aid, the length of your clip will not be included as a timed part of your speech.

Guidelines for Moderators

Develop a 2-3 page **outline** of your presentation. The outline may be due one class period prior to your speech or the day of your speech; see your instructor for details.

You will begin with a welcome to the town hall meeting in general, and you will conclude with a brief introduction of each group member. You will provide a topic outline of the two major arguments comprising your speech (problem and barriers), taking into account the knowledge that you gained from the audience analysis survey. The outline should include the following elements, but you are encouraged to be creative and strategic in the way your speech is organized. (See <http://faculty.washington.edu/ezent/impo.htm> for some suggestions.)

A. Welcome to Town Hall Meeting

- Indicate the major and minor points you intend to make in your welcome.
 - Include a general welcome, an overview/agenda of the meeting, a list of group members' names and organizations, and discussion guidelines
 - Be creative! Every Town Hall Meeting will begin with this information, so grab your audience's attention with a unique opening.

for your audience.

B. Introduction to Your Speech

- Indicate the major and minor points you intend to make in the introduction of your speech.
 - Include information about stylistic devices you intend to use (e.g., attention-getter, audience participation exercise, visual aids or demonstrations, etc.).

C. Problem Argument

- Indicate the major and minor points that comprise the problem argument.
- Cite *at least 5 high quality sources* to support claims you intend to make.
 - Include information about stylistic devices you intend to use (e.g., audience participation exercise, visual aids or demonstrations, etc.).
 - Include information about persuasive appeals you intend to use (e.g., ethos, pathos, logos).
 - Include information about evidence you intend to use (e.g., factual assertions, statistics, testimonials/case studies, opinions advanced by credible sources).

D. Barriers Argument

- Indicate the major and minor points that comprise the barriers argument. Discuss the barriers and present arguments to overcome each one.
- Cite *at least 3 high quality sources* to support claims you intend to make and include the following:
 - Stylistic devices
 - Persuasive appeals
 - Evidence

E. Conclusion of Your Speech

- Indicate the major and minor points you intend to make in the conclusion of your speech.
 - Include information about stylistic devices you intend to use

F. Introduction of Group Members

- You should provide a brief introduction of each group member immediately before his or her speech. Include the following:
 - Each group member's name
 - His or her NPO
 - Information to establish the group member's credibility. Consider the following:
 - Time spent on research this semester
 - Major/educational background
 - Volunteer experience
 - Personal connection to the NPO
 - Personal experience with the problem
 - Etc.

Your speech will be evaluated on the following general criteria:

1. The speech is no shorter than 5 minutes and no longer than 6 minutes. Your speech time does not include the welcome or the group member introductions.
2. The speech is well documented and reasoned. You need to demonstrate that you researched your topic and know what you are talking about.
3. The speech is organized, clear, and easy to follow. You should avoid a rambling, disjointed presentation. You do not have time to waste. You must determine the key points you need to make and organize them in an effective, easy-to-follow sequence.
4. The speech engages the audience. You must adapt your message to your audience's interests and motivations. In other words, show them why they should be interested in the topic by demonstrating its relevance to them. Show them why they should care.
5. The speech includes a slide presentation. Your slides should enhance your speech; they should not become the focus.
6. The speech demonstrates application of theory and principles of persuasion. That is, it must reflect what you learned during the first half of the class. *Remember, your speech is for your audience, not for your instructor—your persuasive strategy should be developed accordingly.*

*If you choose to use a video clip as part of your visual aid, the length of your clip will not be included as a timed part of your speech.

Town Hall Meeting Speech (Group Members)

	Excellent			Poor	
Introduction					
Effectively uses a strong attention getter	2	1.5	1	.5	0
Persuasively articulates a clear purpose and provides a brief overview of the speech	2	1.5	1	.5	0
Problem Argument					
Effectively demonstrates existence, magnitude, urgency, and relevance	8	6	4	2	0
Uses appropriate evidence to support claims in sophisticated ways (at least 3 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Solution Argument					
Clearly articulates a specific solution	2	1.5	1	.5	0
Effectively addresses response efficacy (focuses on the work and impact of the NPO)	4	3	2	1	0
Effectively addresses self-efficacy	2	1.5	1	.5	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Barriers Argument					
Clearly identifies, discusses, and overcomes main barriers	4	3	2	1	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Conclusion					
Reviews major points; summarizes speech	2	1.5	1	.5	0
Ends speech with an effective conclusion; has a strong closing statement	2	1.5	1	.5	0
Overall Message					
Not only follows the basic requirements for the assignment, but demonstrates a serious, thoughtful and studied engagement with the project/speech	5	4	2.5	1	0
Articulates original ideas and demonstrates creativity	5	4	2.5	1	0
Arranges material in a clear, persuasive way that an audience can follow. The connections between points are evident and strengthen the overall claims of the speech	5	4	2.5	1	0

Town Hall Meeting Speech (Group Members—cont.)

Message Delivery					
Presents an extemporaneous speech (uses note cards or outline effectively; does not read)	3	2	1.5	1	0
Projects confidence, composure, enthusiasm	3	2	1.5	1	0
Vocal delivery skills enhance speech (volume, tone, inflection, rate, articulation, pausing)	3	2	1.5	1	0
Nonverbal delivery skills enhance speech (eye contact, facial expressions, gestures, movement, proxemics, physical appearance)	3	2	1.5	1	0
PowerPoint or Prezi presentation is professional and free of errors; slides are purposeful in enhancing and supporting speaker's points	3	2	1.5	1	0
Skillfully utilizes media (PowerPoint, Prezi, video or audio clips)	3	2	1.5	1	0
Engages and clearly adapts message for the audience (focuses on students rather than instructor)	3	2	1.5	1	0
Speech Outline					
Organization is clear and includes required components (title page, introduction, body, conclusion)	4	3	2	1	0
In-text citations are in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Reference page is in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Demonstrates application of persuasion concepts/theory and audience survey results	2	1.5	1	.5	0

Adjustments (your grade may be lowered up to 10% for going over or under the 5-6 minute time limit)

Timing:

-2 points if speech is over/under limit

-4 points if speech is over/under limit by 30 seconds or more

-8 points if speech is over/under limit by 1 minute or more

TOTAL _____/80

GE Rationale and Assessment Plan
Communication 2367/2367OL: Persuasive Communication

Course Supervisor: Kristie Sigler, M.A.

Course Description and General Education Rationale

Communication 2367 is designed to increase students' understanding of and skill in persuasive communication. As a second-level writing course, it is also designed to improve students' writing, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

The substance and topics of this course are central to the communication discipline. Topics introduce students to ethics and foundations of persuasion, theories of attitude change, source factors in persuasion, persuasive message design, argument, emotional appeals, persuasive essay writing, and delivery. Students have multiple opportunities to compose written and oral persuasive messages.

Prerequisites for Communication 2367 are English 1110.xx or equivalent, and sophomore standing. This course fulfills the GE Writing and Communication Level Two requirement *for non-communication majors* and fulfills a major requirement *for communication majors*.

The goal of level two writing and communication courses is to further develop skills in writing, reading, critical thinking, oral expression, and visual expression. COMM 2367 fulfills GE requirements by building students' critical thinking and analytic skills and continuing to develop students' oral and written communication skills. The course satisfies GE outcomes through assigned readings, group discussion, individual research, writing assignments, and oral presentations.

GE Rationale

Goal: Students completing this course will gain competence in persuasive communication.

Second Level Writing Course Expected Learning Outcomes:

ELO1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.

A primary purpose of COMM 2367 is to develop students' written and oral persuasive communication skills. A part of this purpose is a focus on developing students' critical thinking skills about persuasion. COMM 2367 fulfills this GE requirement in multiple ways:

- Lecture topics and readings develop students' knowledge about attitude change and the **relative merits of persuasive message strategies**.
- Students engage in a **critical analysis of a social problem** using sound evidence, and determine a viable solution to the problem.

- An **audience analysis essay** and online discussion provide students the opportunity to analyze their audience to determine the best ways to convince them.

ELO2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

A primary objective of the undergraduate communication program at Ohio State is to develop students' communication skills so they can become global citizens and leaders. In the case of Comm. 2367 the focus is persuasion, and two general strategies are employed to help students develop their persuasive communication skills.

First, students are introduced to basic knowledge about persuasion, including ethical foundations, theories of attitude change, source factors and effective message strategies. Second, students apply their knowledge of persuasion to a topic that a group in the class works on. The overall design of the course centers on mock town hall meetings that take place at the end of the semester. Most of the course assignments are integrated and culminate in a persuasive speech that is delivered at these mock town hall meetings. The specific goal of each town hall meeting is for students to present a significant societal problem (e.g., poverty) in a particular region (e.g., Ohio), and persuade the audience to volunteer at or donate to a particular nonprofit organization that is actively and effectively addressing the problem (e.g., Ohio Poverty Law Center). In this way students develop their written and oral communication skills as they apply them to their growing knowledge of a particular social problem.

- COMM 2367 fulfills ELO2 by providing **multiple opportunities** for students to **develop their communication skills to write and present persuasive arguments**. Students learn the conventions of academic discourse to express original ideas in written and oral assignments. Key written assignments include an analysis of the problem and preferred solution, and an analysis of what persuasive message strategies will be particularly effective for the particular audience and context.
- Students are also tested on readings that discuss theories of persuasion and attitude change and examples of **effective persuasive communication strategies**.
- The culminating project is to give a **persuasive speech**.

ELO3. The third learning outcome of a second Level Writing course is to access and use information critically and analytically.

This learning outcome is embedded in virtually all aspects of Comm. 2367, as it is specifically focused on persuasion. The course asks students to think critically about the evidence and arguments they develop in their essays and speeches. COMM 2367 fulfills ELO3 by providing **multiple opportunities** for students to find and evaluate material from the library, research databases, and online. Students learn to access and use highly credible and relevant sources to analyze and build effective persuasive arguments. In addition:

- Lecture topics and readings examine the role of source factors, and **credibility** in persuasion and the **role of evidence** in written and oral argument. Class lectures discuss how to find credible evidence, and how to use APA conventions for citing evidence.

- The multiple written assignments focus on either developing critical thinking skills about selecting evidence, or analytical skills about using evidence. For instance, the annotated bibliography assignment develops students' ability to access, **critically evaluate, and use credible information** by identifying and summarizing at least five highly credible sources.
- The problem, solution and barriers paper **asks students to analyze** the problem and the obstacles their audience to accepting students' solutions.
- The **audience analysis essay and discussion** directly **asks students to summarize, analyze, and apply information from their audience survey** and textbook material to their persuasive speech. A subsequent online group discussion **asks students to critically analyze the ideas of peers** and how they might use peer ideas to improve the effectiveness of their own persuasive arguments.
- The final persuasive speech asks students to **demonstrate their understanding of effective evidence**; and peer critiques **ask students to engage in a critical analysis of the evidence used by peers.**

In sum, the course is filled with opportunities to learn how to use information critically and analytically.

GE Level Two Opportunities for Feedback and Revision

Consistent with the expectations for GE courses at Ohio State, COMM 2367 offers multiple opportunities for feedback and revision:

- For the annotated bibliography and for the problem, solution and barriers paper: students submit a draft to Carmen and receive a draft to evaluate. Students receive peer evaluations in time to revise their papers before a final draft is submitted.
- Students receive peer and instructor critiques from their first speech that they can use to improve their performance on the second speech.

GE Direct Assessments

Assessing the effectiveness of the course on the expected learning outcomes will be evaluated through assignment and essay responses. **The general rubric for assessing Level Two writing courses and Comm. 2367 general adaptations is presented in Table 1, and the Required Assessment Table is presented in Table 2.**

ELO1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.

1. ELO1 will be evaluated with two written assignments: the problem-solution essay and the audience analysis essay. Each essay requires critical analysis. Evaluation of the problem-solution essay includes arguments about the significance of the problem, a viable solution, analysis of barriers, all done with in an essay that is free of grammatical errors, using correct APA format, and adequate sources. Evaluation of the audience analysis essay includes the full interpretation of survey results and application of theories to

ground ideas about formulating one's speech. Audience analysis discussion posts call for applying course concepts, articulating original ideas and engaging in analysis and critique (see Appendix A & B for rubrics). A score of 73% on each of these two written assignments (51/70 & 44/60 points) will signify achievement of Milestone (2). Given the nature of the course rubrics in which analysis and writing are specifically indicated, the course rubric and the rubric for ELO1 are aligned.

ELO2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

2. ELO 2 will be evaluated with one written assignment and one oral assignment: the problem-solution essay and the Town Hall speech. The persuasive speech is evaluated for the quality of arguments used to demonstrate the seriousness of the problem, the viability of a solution, the absence of barriers, the introduction and conclusion, overall message, delivery and the speech outline (see Appendix C for rubric). An average score of 73% (58/80 points) signifies achievement of the ELO at Milestone (2). For the problem solution essay an average score of 73% will also be expected (51/70 points). Again, the course rubrics are directly related to the College suggested rubric,

ELO3. The third learning outcome of a second Level Writing course is to access and use information critically and analytically.

3. ELO 3 will be evaluated with the audience analysis essay/discussion and the Town Hall speech. A score of 73% on each the course rubrics (51/70 & 58/80) will mark achievement of the ELO to achieve Milestone (2).

Overtime Course Assessment

Communication 2367 is not only important to the School of Communication because it is a GE course, but also because it is a course required by communication majors. One objective of our communication major is to develop students' oral and written communication skills, which is exactly the learning objectives of 2nd Level Writing Courses. So it is in our interest to work continually to improve this course.

In the past two tasks have been conducted to assess COMM 2367 over time:

1. The course is discussed annually by the Director for the Undergraduate Communication Program, the Course Supervisor, and a member of the Undergraduate Communication Program Committee to determine if students are meeting the learning outcomes and if improvements could be made to improve the course or assignments with respect to the learning outcomes. Two different reviews will now be conducted, one for in-person and one for online offerings. The percentage of students attaining 73% scores on key assignments will be gathered from a randomly selected number of sections: problem-solution paper, audience analysis essay, and the final persuasive speech. These evaluations will be archived and further reviewed to ensure that GE learning outcomes are being met.

2. Periodically we have conducted a survey of students who have taken COMM 2367 to determine their perceived level of competence in writing and speaking. Appendix D shows the results from one survey. We have used these surveys in our discussions as to how to improve the course. We will make this an annual process.

3. A third task will be to examine the way in which the online version of COMM 2367 is operating compared to the face to face version. We will want to ensure that the performance of students do not differ across section types. For this task we will randomly draw a sample of speeches from the online section, and compare scores on the key assignments mentioned above to the face to face version of the course. If they are not equivalent, we will work to adjust the assignments or teaching methods to ensure that the rigor and associated performance of the two course types is the same.

**Table 1 Assessment of GE Writing and Communication: Level 2 Courses
COMM 2367**

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the Expected Learning Objectives (ELOs) and Second Writing Course Expected Learning Outcomes (SWC ELOs) as reflected in direct assessment methods. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
ELO1 Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.	<p>Student expresses sophisticated ideas clearly and demonstrates a superior ability to read carefully. Student demonstrates these abilities through superior written communication, discussion, and critical analysis.</p> <p>COMM 2367: Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.</p>	<p>Student effectively expresses their own ideas and shows ability to read critically through clear writing, group discussion, and critical analysis of material.</p> <p>COMM 2367: States ideas that are original, and may reference a few differing perspectives. Does more than describe and summarize, but analysis and critique may not be sufficient.</p>	<p>Student is able to express some ideas clearly but shows room for improvement in critical analysis, discussion, and writing skills needed to express all ideas effectively.</p> <p>COMM 2367: States some ideas clearly, but other ideas are obvious or cliché. Mainly describes and summarizes the ideas of others.</p>	<p>Student demonstrates limited ability to read carefully and does not express ideas effectively. Student demonstrates limited ability for critical analysis, effective writing, and clear discussion.</p> <p>COMM 2367: Restates obvious ideas from one or two sources, and fails to reference differing positions. Merely describes and summarizes the ideas of others.</p>
ELO 2 Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.	<p>Student uses superior communication skills and a clear understanding of the conventions of academic discourse to express original ideas concerning a specific discipline.</p>	<p>Student uses effective communication skills and a clear understanding of the conventions of academic discourse and applies these skills successfully to the</p>	<p>Student is able to use an understanding of conventions of academic discourse and basic communication skills and apply them to the challenge of a specific discipline.</p>	<p>Student demonstrates limited communication skills and understanding of conventions of academic discourse. Student is unsuccessful in applying their limited skills to a specific discipline.</p>

	<p>COMM 2367: Student articulates a clear purpose and recognizes the expectations that an audience or readership might have for the culminating project within a particular context.</p>	<p>challenges of a specific discipline.</p> <p>COMM 2367: Articulates a clear purpose, and shows some recognition of the audience and context for the culminating project.</p>	<p>COMM 2367: Articulates purpose somewhat clearly, but is unpersuasive and does not adequately take into account the audience or contexts for the culminating project.</p>	<p>COMM 2367: Purpose is unclear and the student shows little recognition of audience or context.</p>
<p>ELO 3 Students access and use information critically and analytically.</p>	<p>Student uses highly credible and relevant sources and shows an ability for sophisticated analysis.</p> <p>COMM 2367: Student marshals appropriate evidence to support claims in sophisticated ways. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions and acknowledging intellectual debts.</p>	<p>Student accesses credible information and uses it critically. Analysis of the information shows a clear understanding of its content.</p> <p>COMM 2367: Marshals appropriate evidence competently. Evaluates some evidence and counter evidence, and documents sources according to expected conventions.</p>	<p>Student is able to access useful information but application of the information is not entirely useful and requires further analysis.</p> <p>COMM 2367: Supports some claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.</p>	<p>Student accesses information from less credible sources and does not clearly analyze the sources.</p> <p>COMM 2367: Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.</p>

GE ASSESSMENT OVERVIEW TABLE 2 – COMMUNICATION 2367

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p>ELO 1 Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.</p>	<p>The problem-solution essay and the audience analysis essay are used to directly assess student achievement.</p>	<p>The problem-solution essay is evaluated on four categories and the audience analysis discussion evaluated on three categories (see Appendix A & B for rubrics). An average score of 73% (51/70 & 44/60 points) signifies achievement of Milestone (2).</p>	<p>The data will be evaluated by the Course Supervisor, the Director of the Undergraduate Communication Program, and one member of the School of Communication Undergraduate Communication program committee.</p>
<p>ELO 2 Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.</p>	<p>The problem-solution essay and the Town Hall speech are used to directly assess student achievement.</p>	<p>The Town Hall speech is evaluated on 8 categories (see Appendix C for rubric). An average score of 73% (58/80 points) signifies achievement of the ELO at Milestone (2).</p>	<p>The three will confer to determine if students are meeting the learning outcomes and if improvements could be made to improve the course or assignments on the learning outcomes.</p>
<p>ELO 3 Students access and use information critically and analytically.</p>	<p>The problem-solution essay and Town Hall speech are used to directly assess student achievement.</p>	<p>Average scores of 73% (51/70 & 58/80) mark achievement of the ELO to achieve Milestone (2).</p>	<p>This evaluation will be archived and evaluated for further review of both the online and the in-person courses to ensure that learning outcomes are being met regardless of the method of delivery.</p>

**APPENDIX A Problem, Solution & Barriers Paper
Grading Rubric (Group Members)**

	Excellent				Poor
Problem					
Demonstrates serious, thoughtful, and studied engagement with the problem; thoroughly explains the problem	10	7.5	5	2.5	0
Effectively demonstrates existence, magnitude, urgency, and relevance	8	6	4	2	0
Articulates original ideas in discussion of the problem; moves beyond mere description and summary to analysis and critique	4	3	2	1	0
Clearly demonstrates the impact of the problem in the specific region	4	3	2	1	0
Critically evaluates credible evidence and uses it to support claims in sophisticated ways	3	2	1.5	1	0
Solution					
Specifies action (in 1-2 sentences) you want audience to take: specific volunteer activity or donation	4	3	2	1	0
Articulates a clear purpose of the nonprofit organization and focuses on the work of the NPO	5	4	2.5	1	0
Effectively addresses response efficacy	5	4	2.5	1	0
Effectively addresses self-efficacy	5	4	2.5	1	0
Critically evaluates credible evidence and uses it to support claims in sophisticated ways	3	2	1.5	1	0
Barriers					
Identifies and discusses possible barriers; critically evaluates counterarguments	8	6	4	2	0
Articulates original ideas in describing ways to overcome possible barriers	8	6	4	2	0
Critically evaluates credible evidence and uses it to support claims in sophisticated ways	3	2	1.5	1	0

Adjustments (your grade may be lowered up to 10% for each of the following)

	Excellent -0%				Poor -10%
Free of errors in grammar and mechanics	-0	-2	-3.5	-5	-7
Correct APA Format (title page, header, margins, font, in-text citations, reference citations)	-0	-2	-3.5	-5	-7
Includes at least 7 sources (COMM 2367 requirements)	-0	-2	-3.5	-5	-7

TOTAL _____/70

APPENDIX B

Audience Analysis Discussion Grading Rubric

	Excellent				Poor
Interpretation of Survey Results					
Demonstrates serious, thoughtful, and studied engagement in discussing the	6	4.5	3	1.5	0
Discusses how results will be used to formulate message	4	3	2	1	0
Uses one appropriate theory to support ideas about formulating the message	10	7.5	5	2.5	0
When applying a specific theory, moves beyond mere description and summary to analysis and critique	10	7.5	5	2.5	0
Responds in 450-550 words	2	1.5	1	.5	0
Response Post #1					
Identifies and briefly describes 2 course	6	4.5	3	1.5	0
When applying a specific concept, moves beyond mere description and summary to analysis and critique	4	3	2	1	0
Articulates original ideas; does not repeat a concept	2	1.5	1	.5	0
Responds in 200-250 words	2	1.5	1	.5	0
Response Post #2					
Identifies and briefly describes 2 course	6	4.5	3	1.5	0
When applying a specific concept, moves beyond mere description and summary to analysis and critique	4	3	2	1	0
Articulates original ideas; does not repeat a concept	2	1.5	1	.5	0

Responds in 200-250 words	2	1.5	1	.5	0
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Adjustments (your grade may be lowered up to 10% for each of the following)

	Excellent				Poor
	-0%				-10%
Grammar/Mechanics	-0	-1.5	-3	-4.5	-6

TOTAL ___/60

APPENDIX C

Town Hall Meeting Speech (Group Members)

	Excellent				Poor
Introduction					
Effectively uses a strong attention getter	2	1.5	1	.5	0
Persuasively articulates a clear purpose and provides a brief overview of the speech	2	1.5	1	.5	0
Problem Argument					
Effectively demonstrates existence, magnitude, urgency, and relevance	8	6	4	2	0
Uses appropriate evidence to support claims in sophisticated ways (at least 3 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Solution Argument					

Clearly articulates a specific solution	2	1.5	1	.5	0
Effectively addresses response efficacy (focuses on the work and impact of the NPO)	4	3	2	1	0
Effectively addresses self-efficacy	2	1.5	1	.5	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Barriers Argument					
Clearly identifies, discusses, and overcomes main barriers	4	3	2	1	0
Uses appropriate evidence to support claims in sophisticated ways (at least 2 high-quality sources cited correctly on slides)	2	1.5	1	.5	0
Conclusion					
Reviews major points; summarizes speech	2	1.5	1	.5	0
Ends speech with an effective conclusion; has a strong closing statement	2	1.5	1	.5	0
Overall Message					
Not only follows the basic requirements for the assignment, but demonstrates a serious, thoughtful and studied engagement with the project/speech	5	4	2.5	1	0
Articulates original ideas and demonstrates creativity	5	4	2.5	1	0
Arranges material in a clear, persuasive way that an audience can follow. The connections between points are evident and strengthen the overall claims of the speech	5	4	2.5	1	0

Town Hall Meeting Speech (Group Members—cont.)

Message Delivery					
Presents an extemporaneous speech (uses note cards or outline effectively; does not read)	3	2	1.5	1	0
Projects confidence, composure, enthusiasm	3	2	1.5	1	0
Vocal delivery skills enhance speech (volume, tone, inflection, rate, articulation, pausing)	3	2	1.5	1	0
Nonverbal delivery skills enhance speech (eye contact, facial expressions, gestures, movement, proxemics, physical appearance)	3	2	1.5	1	0
PowerPoint or Prezi presentation is professional and free of errors; slides are purposeful in enhancing and supporting speaker's points	3	2	1.5	1	0
Skillfully utilizes media (PowerPoint, Prezi, video or audio clips)	3	2	1.5	1	0
Engages and clearly adapts message for the audience (focuses on students rather than instructor)	3	2	1.5	1	0
Speech Outline					
Organization is clear and includes required components (title page, introduction, body, conclusion)	4	3	2	1	0
In-text citations are in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Reference page is in correct APA format (at least 8 sources)	2	1.5	1	.5	0
Demonstrates application of persuasion concepts/theory and audience survey results	2	1.5	1	.5	0

Adjustments (your grade may be lowered up to 10% for going over or under the 5-6 minute time limit)

Timing:

-2 points if speech is over/under limit

-4 points if speech is over/under limit by 30 seconds or more

-8 points if speech is over/under limit by 1 minute or more

TOTAL _____/80

Appendix D

Example of surveys of Communication 2367 students on learning objectives.

Questions:

1. How well did Comm 2367 help you improve your ability to express your ideas more effectively?
2. How well did Comm 2367 help you improve your written communication skills?
3. How well did Comm 2367 help you improve your oral communication skills?
4. How well did Comm 2367 teach you how to use information critically?
5. How well did Comm 2367 help you learn how to analyze information more critically?

TOTAL (446)	1 (Not at All)	2	3 (Somewhat)	4	5 (Very Well)	N/A
Question 1 (More Effective)	6	20	111	204	105	
Question 2 (Improve writing)	5	40	128	181	92	
Question 3 (Help oral skills)	6	23	75	190	152	
Question 4 (Use info critically)	3	24	112	178	128	1
Question 5 (Analyze info)	6	32	115	173	120	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Communication 2367

Instructor: Kristie Sigler

Summary: Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> • Weekly readings • Online quizzes • Online audio with power point lectures • Discussion board posts • Timed comprehension exam • Writing assignments • Persuasion speech • Persuasion speech responses • Reflection paper • Peer review bibliography assignment
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen LMS • Carmen Connect • MS Office Suite • Mediasite • Secure Media Library • MS Office 365
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the University suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course Technology" section of the syllabus for the technical

				support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

Reviewer Information

- Date reviewed: Mike Kaylor
- Reviewed by: 3/15/2017

Notes:

- Please be sure to provide a PDF file of the Power Point w/audio presentations. This can serve as a transcription file for the audio/video lectures.
- It would be helpful to have the office hours listed on the first page of the syllabus listed as online with the link to the virtual meeting space.
- Under the section where you describe the quizzes for the course, it would be helpful to have the time limit for each question or for the quiz listed in this information.

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (3 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Comm Analysis & Practice

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced