

Term Information

Effective Term Autumn 2021
[Previous Value](#) Summer 2012

Course Change Information

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

We are requesting to be able to offer some sections of this course 100% at a distance.

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

Being able to offer some sections of this course 100% at a distance will offer increased flexibility for the instructor as well as our students. Not all courses in Communication are suitable for online delivery and our program assumes we offer in-person courses for developing communication expertise, skill development, group interactions, and lab experience. However we have found that having some online courses help students to complete their degrees in a timely manner. Given it's assignments and design, Comm 3628 is well suited for online instruction.

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)?

None.

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 3628
Course Title Contemporary Persuasion Theory
Transcript Abbreviation Contemp Persuasion
Course Description Persuasion theories and issues in mass audience settings; persuasion in interpersonal contexts, including organizations, communities, family, and personal relationships.
[Previous Value](#) *Persuasive campaigns in mass audience settings; persuasion in interpersonal contexts, including organizations, family and personal relationships.*
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
[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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	COMM 628
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0102
Previous Value	09.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

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

- Learn to demonstrate an understanding of the theories of persuasion
- Learn about and apply ethical principles of persuasive messages
- Demonstrate an understanding of persuasive messages and be able to explain why they work or fail using persuasion research and theory
- [Be acquainted with the classic and contemporary theories explaining the effects and processes of persuasive communication](#)
- [Be able to apply theory to a variety of issues and problems arising in real world contexts](#)

[Previous Value](#)

Content Topic List

- What is persuasion and why do we study it?
- The role of theory in persuasion
- Early rhetorical theory: Ethos, logos, pathos
- Persuasion and the audience
- Understanding attitudes and behavior
- Attitude: Consistency & Reactance; Motivational appeals
- Source and Message factors (EPPM; Inoculation; Persuasion & Language)
- Receiver & Context Factors; Social judgment theory
- Dual Processing Theories
- Visual Persuasion/How images persuade
- Narratives & Narrative resistance; “esoteric” forms of persuasion
- Introduction to Weapons of Influence; Reciprocity and Commitment & Consistency
- Social Proof, Liking, Authority & Scarcity
- Persuasion Ethics

Previous Value

- [Belief, Attitude, and Behavior](#)
- [Consistency and Dissonance](#)
- [Interpersonal Influence](#)
- [Persuasion in Groups](#)
- [Persuasion in Contexts: Health Communication, Changing Prejudice, and Advertising](#)

Sought Concurrence

No

Attachments

- Comm 3628_AU19_Syllabus.doc: Current in-person syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3628 ASC Technical Checklist.docx: ASC Technical Checklist
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Comm 3628 OL syllabus.docx: Proposed online syllabus
(Syllabus. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	12/17/2020 09:35 AM	Submitted for Approval
Revision Requested	Butte,Kylie M.	12/17/2020 09:52 AM	Unit Approval
Submitted	Butte,Kylie M.	01/07/2021 10:59 AM	Submitted for Approval
Approved	Slater,Michael D	01/07/2021 11:00 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/07/2021 11:15 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/07/2021 11:15 AM	ASCCAO Approval

Syllabus
Communication 3628
Contemporary Persuasion Theory
Spring 2021
Online DL Course

Professor
Dr. Emily Moyer-Gusé moyer-guse.1@osu.edu 3068 Derby Hall Online office hours: Mondays 12:00-1:00 via Zoom Zoom meeting link: Password:
Graduate Teaching Assistant
Name email Online Office hours: Thursdays 3:00-4:00 via Zoom Zoom meeting link: Password:

Course description

Persuasion theories and issues in mass audience settings; persuasion in interpersonal contexts, including organizations, communities, family, and personal relationships.

This course will be delivered 100% online using an asynchronous distance learning mode. This class is designed to introduce students to the central conceptual, theoretical, and applied issues in the study of persuasion. In particular, students will gain familiarity with 1) major classic and contemporary theories of persuasion; 2) key terms used by social influence researchers and practitioners, 3) common heuristics, or simple decision rules, that guide the decision making process, and 4) ethical implications associated with persuasive attempts. Students should complete the class not only with a strong understanding of persuasion theory but also with the ability to recognize persuasive appeals, to understand the underlying mechanisms through

which they operate, and to construct effective persuasive messages for both interpersonal and mass media contexts.

Course Objectives:

1. You will learn to demonstrate an understanding of the theories of persuasion.
2. You will learn about and apply ethical principles of persuasive messages.
3. You will demonstrate an understanding of persuasive messages and be able to explain why they work or fail using persuasion research and theory.

Mode of delivery

This course will be presented fully online. Course content will take the form of required readings, asynchronous lectures and videos, weekly asynchronous small group interactions with other students and online assignments.

How this course works

Each week, students can go to the modules tab on the Carmen course website to begin. Each week will have its own module wherein all required content and assignments for that week can be found. The “start here” section of the weekly module will begin with an introduction video from the professor explaining what the topic of the week is and what to expect. From there, students will find a roadmap explaining all the requirements of the week and can click through to complete everything needed for that week in one place.

Required Readings

1. Grymier, A. B., & Nadler, M. K. (2017). *Persuasion: Integrating theory, research, and practice. 4th Edition*. Dubuque, IA: Kendall Hunt.
2. Cialdini, R. B. (2009). *Influence: Science and Practice (5th Edition)*. Boston, MA: Pearson/Allyn & Bacon.

Grading & Course Requirements

Course Requirements

Readings

Please read the assigned material for each week before going through the online module (i.e., lectures, quizzes, assignments). This will allow you to see connections and better understand the related material presented in lectures.

Weekly Reflection Assignment

Each week you will be asked to respond to a prompt that will allow you to reflect on some aspect(s) of that week's content. This will be a brief written assignment that will require you to spend some time thinking about the content from that week before writing a brief response or analyzing a persuasion example according to the theory/theories covered in class that week. Some of these reflections are designed to help you identify questions you may have or areas where the week's content may be unclear. When these are identified, you are encouraged to raise them on the "ask the professor" online discussion board for clarification.

Weekly Group Interaction Assignment

In this course, you have been randomly assigned to a smaller learning group (roughly 10 people) with whom you will have an opportunity to interact each week via the course online discussion board set up for your group. Each week you will have specific instructions within the module for how you can discuss that week's content with your group members. These assignments may include a series of prompts to respond to, or an opportunity to share an example of a case study or sample real-world persuasion example you have found that relates to course concepts. In each case, you will be expected to post your responses and interact with several of your classmates in order to complete this weekly assignment.

Weekly Content Quiz

Each week you will be given a quiz that will enhance your understanding of the topic(s) covered that week. You will be asked to complete a brief quiz to help you assess what you have learned from the weekly lecture videos and readings. These assignments are due each week and due dates are posted on the syllabus and Carmen.

Final Project

You will choose two of Cialdini's "weapons of influence" to create a persuasive video (i.e., a public service announcement) about a social issue of your choice. You will present your video and the theoretical rationale for the video instead of an interactive assignment during the second to last week of class. Detailed information about this assignment is provided on the course Carmen website.

Exams

There will be two exams based on material covered in class and in the assigned readings. The exams are not cumulative. Both lecture material and reading assignments will be tested. Exams will be composed of multiple-choice questions.

Finding Everyday Examples—Extra Credit: You can earn up to 2 percentage points of extra credit by observing some example of persuasion you see out in the world (e.g., an advertisement) that you think is related to the content of the class and worth sharing with your classmates. The critical part of this assignment is to link your observed example of persuasion to a specific theory on concept from class. You should email me your example and, if approved, you can earn extra credit points (up to 3 points) by giving a short video-based presentation (max. 5 minutes) as well as submitting a short write-up (max. 250 words) about the example and specifically how it exemplifies **ONE** theory or concept from class. Your proposal must first be sent to me and determined to be an accurate example with a specific theory articulated. Only if I approve this proposal can you be eligible to post it to the class online discussion board and earn the extra credit. Each student can submit a maximum of three proposals, but only one will be accepted. That is, you can have up to three attempts to earn the extra credit once. In this post, you will have to provide the example (e.g., by adding an article link or image). Then in your presentation and write-up you should explain why it is an example of a concept discussed in class. You will post this video to the corresponding online discussion board on Carmen where you can earn up to 2 additional points for offering feedback on one or two of your classmates' posts. This feedback should offer your own analysis of their persuasion example and how it fits into course concepts/theories. To be considered for extra credit, you must submit your write-up to me as well as the video. You can submit these no later than two weeks after the relevant theory/concept was first introduced in class. And the last date to submit one of these will be the Monday of the last week of class.

Grading

Following are the percentages for each assignment category There will NOT be opportunities for any student to re-take exams, re-complete assignments, or complete additional work in order to raise their grade outside what is laid out in this syllabus. **Providing extra assignments for one student or “bumping up” a grade for one student invalidates the standards applied to the class and is unfair to every student.** For this reason, please do not ask me to reconsider your grade when the semester is over unless there has been an error in how it was calculated.

Assignments	Percentage
Reflection assignments	16%
Group interaction assignments	13%
Weekly content quiz	16%
Final Project	15%
Exam 1	20%
Exam 2	20%

Grading scale

Grade	Percent	Grade	Percent
A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60-62%
C+	77%-79%	E	<60%

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.

Grading and feedback

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

Assignments & Deadlines: Each assignment is due on the designated date. Late assignments are marked down 10% per day including weekends. In an online course, it is your responsibility to have consistent access to a reliable Internet connection and all required software noted above. You should build in extra time to resolve technical problems so that you are able to do that while still meeting deadlines. For assistance with tech issues, please contact OCIO (details provided below in section on technology). Deadlines will **not** be extended for technological problems. If, however, you have an emergency or illness that precludes you from meeting a deadline, please let us know that right away. Provided that the emergency is brought to my attention within 24 hours of the deadline and can be documented, late penalties may be waived.

Technology issues: Technical failure does not constitute an excuse for submitting work late. This rule is critical in online courses. You are, per course requirements, expected to have regular access to a working computer/laptop and high-speed internet access. It is your

responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer (https://osuitsm.service-now.com/selfservice/system_status) will be permitted as these are outside of your control. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will an accommodation be made. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements.

Exams: All exams are to be taken online, using Proctorio, on the designated exam dates. You are required to take the exam alone on the scheduled day. The exam will be open for a 24-hour period on the date listed on the schedule below starting at 12 a.m. and closing at 11:59 p.m. The exam may be taken at an alternative time 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 makeup 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. Please note that make-up exams may be of a different format or cover course content in a slightly different ratio than the original.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. We do not have any in-person lectures or exams as the course can be done completely online. Recorded lectures will be uploaded to Carmen each week by Monday. The lectures should be viewed within the week that they are posted to be sure you are up to date with the course materials.

The following is a summary of everyone's expected participation:

Viewing lectures and other posted videos:

- These can be found on Carmen within the weekly modules. In some cases, you will find a link within the Carmen module that will take you to another site to view the video (i.e., Kanopy). 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.
- The lectures will be my voice over a PowerPoint presentation, to make it easier to access, but please make certain you have a strong internet connection for watching the lectures and audio equipment (headphones are helpful).
- Per the Code of Conduct, you may not share recorded lectures. This is a copyright violation

Weekly assignments

As noted above, assignments will include weekly content quizzes, reflections, and group interaction. The details, expectations, and due dates for each assignment will be found within the weekly module on Carmen.

Readings

Required readings are listed on the syllabus as well as within each weekly module on Carmen. These readings include chapters from your textbook as well as additional articles posted online.

How to Communicate with the Professor

“Ask the Professor” online discussion board: If your question is something that you believe may be of interest to others in the class, please use the “Ask the Professor” online discussion board on Carmen. Unless your question is something of a private nature or something very particular to your situation, ask me by posting to the “Ask the Professor” online discussion board. I will check these questions daily and you can expect a reply within 24 hours on weekdays (longer on weekends).

Email: For private questions, or those that are highly specific to your individual situation, you can email the course TA (contact info above) and me. One of us will respond to email within 24 hours on weekdays (longer on weekends). Please do not email with questions that can be answered by reviewing the syllabus or other official course documents.

*It is not feasible for me to help you with technical problems. **University Tech support can help you (614-688-HELP).**

Office Hours: For more in-depth questions, please use office hours. This is the appropriate way to review exams, ask conceptual questions about assignments, grading, or course content

you may not understand. Office hours are virtual via Carmen Zoom at the times indicated on page 1 of this syllabus (or by appointment).

Use of Email and Carmen: You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen Website. Therefore, it is important for you to check your OSU email account daily and be sure to purge your account of unneeded email so that new messages can get through. Similarly, check the Carmen website regularly for any updates or announcements.

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 people can disagree amicably. Remember that sarcasm does not 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 online 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, please use APA style. For online sources, be sure to include a link.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

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.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

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.odee.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](#)

Carmen Zoom:

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom 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 Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide

Proctorio:

- Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During an exam, Proctorio will record the testing

environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled.

- Instructions for setting up and using Proctorio can be found at: <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-proctorio-students>
- To use Proctorio you must be **over 18 years of age**.
- Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please contact your instructor to find an equivalent alternative.
- Proctorio offers free [24/7 student support](#) through web chat or email.

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

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 Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success

Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials are available on Carmen, including lecture recordings and slides. But extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup instructor for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including online discussion board 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 have explored in previous courses, please discuss the situation with me.

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

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course Schedule

For each week, you should review the weekly “module” on Carmen. Within that module, you will find all the videos, articles, and assignment details needed to complete that week’s assignments. Weekly modules are released by 9:00am each Monday.

Week 1	Topic	Readings	What’s Due? *All due dates are by 11:59pm unless otherwise noted here
1/11-1/15	Introduction: Course Overview & Introduction	The Syllabus Borchers, T. A. (2013). <i>Persuasion in contemporary society</i> . In, <i>Persuasion in the Media Age</i> , 3 rd Edition, Waveland Press, Inc.: Long Grove, IL.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 2			
1/18-1/22 *University closed 1/18	Persuasion Overview: What is persuasion? Why study persuasion? The role of theory in persuasion Early rhetorical theory: Ethos, logos, pathos	<u>Frymier & Nadler:</u> Chapter 1: <i>The Concept of Persuasion</i> Chapter 7: <i>The Role of Theory in Persuasion</i>	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 3			
1/25-1/29	Persuasion and the audience:	<u>Frymier & Nadler:</u>	Interactive assignment (initial

	Understanding Attitudes & Behavior (TRA, TPB)	Chapter 2: <i>Attitudes: Definition, Formation, and Measurement</i> Chapter 10: <i>A Reasoned Action Approach</i>	post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 4			
2/1-2/5	Attitude—Consistency & Reactance; Motivational appeals	<u>Frymier & Nadler</u> Chapter 9: <i>Consistency and Cognitive Dissonance Theory</i> Gass, R. H., & Seiter, J. S. (2016). <i>Motivational Appeals</i> . In, <i>Persuasion: Social influence and compliance gaining</i> . New York, NY: Routledge.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 5			
2/8-2/12	Source & Message Factors (EPPM; Inoculation; Persuasion & Language)	<u>Frymier & Nadler</u> Chapter 4: <i>Source Factors</i> Chapter 5: <i>Message Factors</i> Borchers, T. A. (2013). <i>Persuasion and Language</i> . In, <i>Persuasion in the Media Age, 3rd Edition</i> , Waveland Press, Inc.: Long Grove, IL.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 6			
2/15-2/19	Receiver & Context Factors; Social judgment theory	<u>Frymier & Nadler</u> Chapter 6: <i>Receiver and Channel Factors</i> Chapter 8: <i>Social Judgment Theory</i>	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday)

			Content quiz (Sunday)
Week 7			
2/22-2/26	Review & Exam 1	Study notes, videos, and readings to prepare for exam	You must take the exam between 12:00am and 11:59pm on DATE
Week 8			
3/1-3/5	Dual Processing Theories	Frymier & Nadler: Chapter 11: Elaboration Likelihood Model Bhutada, N. S., Rollins, B. L., & Perri, M. (2017). Impact of animated spokes-characters in print direct-to-consumer prescription drug advertising: An elaboration likelihood model approach. <i>Health Communication, 32</i> , 391-400.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 9			
3/8-3/12	Visual Persuasion/How images persuade Final Project Workshop (Choose topic and situation analysis)	Borchers, T. A. (2013). <i>Persuasion and Visual Images</i> . In, <i>Persuasion in the Media Age, 3rd Edition</i> , Waveland Press, Inc.: Long Grove, IL.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 10			
3/15-3/19	Narratives & Narrative resistance; "esoteric" forms of persuasion	Gass, R. H., & Seiter, J. S. (2016). <i>Esoteric forms of persuasion</i> . In, <i>Persuasion: Social influence and compliance gaining</i> . New York, NY: Routledge.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday)

		Moyer-Guse, E., & Dale, K. (2017). Narrative persuasion theories. <i>The International Encyclopedia of Media Effects</i> . Wiley.	Content quiz (Sunday)
Week 11			
3/22-3/26	Introduction to Weapons of Influence; Reciprocity and Commitment & Consistency	Cialdini Chapter 1: <i>Weapons of Influence</i> Chapter 2: <i>Reciprocation: The Old Give and Take...and Take</i> Chapter 3: <i>Commitment and Consistency: Hobgoblins of the Mind</i>	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 12			
3/29-4/2	Social Proof, Liking, Authority & Scarcity	Cialdini Chapter 4: <i>Social Proof: Truths are Us</i> Chapter 5: <i>Liking: The Friendly Thief</i> Chapter 6: <i>Authority: Directed Deference</i> Chapter 7: <i>Scarcity: The Rule of the Few</i>	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 13			
4/5-4/9	Persuasion Ethics	Frymier & Nadler: Chapter 15: <i>Ethics in Persuasion</i>	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 14			

4/12-4/16	Final Project Presentations	---	Post final project video and written rationale (Wednesday) Comment on 3 of your group members' videos according to the posted assignment (Sunday)
Week 15			
4/19-4/23	Review & Exam 2	Study notes, videos, and readings to prepare for exam	You must take the exam between 12:00am and 11:59pm on DATE

* Note: Course schedule is subject to change. In such a case, announcements will be made via email and Carmen announcements.

Communication 3628

Contemporary Persuasion Theory

Autumn 2019: Monday/Wednesday 3:00-4:50 (360 Journalism Building)

Professor: Dr. Moyer-Gusé
E-mail: moyer-guse.1@osu.edu
Office: 3068 Derby Hall

Course Description

This class is designed to introduce students to the central conceptual, theoretical, and applied issues in the study of persuasion. In particular, students will gain familiarity with 1) major classic and contemporary theories of persuasion; 2) key terms used by social influence researchers and practitioners, 3) common heuristics, or simple decision rules, that guide the decision making process, and 4) ethical implications associated with persuasive attempts. Students should complete the class not only with a strong understanding of persuasion theory but also with the ability to recognize persuasive appeals, to understand the underlying mechanisms through which they operate, and to construct effective persuasive messages for both interpersonal and mass media contexts.

Required Readings

1. Grymier, A. B., & Nadler, M. K. (2017). *Persuasion: Integrating theory, research, and practice*. 4th Edition. Dubuque, IA: Kendall Hunt.
2. Cialdini, R. B. (2009). *Influence: Science and Practice* (5th Edition). Boston, MA: Pearson/Allyn & Bacon.

Course Requirements

Readings: Reading prior to class is a requirement. The required readings are designed to be a starting point for our class discussions and activities. If you do not read before class, I will have less to talk about that will interest you and you will have fewer questions for me. In addition, you will be unable to participate in many of the in-class assignments without having read the assigned reading before class.

Lecture and Discussion: Questions and discussion are encouraged. The class discussions are designed to highlight, explain, update, and enhance material in the text as well as cover issues that the text does not. You should be prepared to ask and answer questions, provide thoughtful commentary, and engage in meaningful discussions of the assigned readings by the due dates listed in the syllabus. This will require that you do more than “skim” the reading material. A consistent pattern of a lack of preparation to discuss assigned reading will result in reduction in your in-class assignments grade.

Exams: There will be two exams based on the material covered in class and in the assigned readings. The exams are not cumulative, though later information presented in the course builds on earlier information. Exams will be composed of multiple choice questions.

In-Class Participation Assignments: You will regularly be asked to complete in-class assignments to illustrate course concepts. Some assignments will be carried out individually while others will be completed in a group. Most of these assignments will be finished entirely in class. Because many of these assignments necessitate participation in the group discussion and activity, **they cannot be made up** if you need to miss class for any reason. However, I will drop your lowest in-class assignment score, providing you with a cushion should you need to miss a class. If you need to miss more than one class period due to an illness or other emergency, please be in touch with me immediately so that we can work together to find a solution. This opportunity to make up assignments will only be considered if the illness or emergency situation A) can be documented and B) is brought to my attention within 24 hours of the missed class.

Online assignments: This class uses a hybrid format, meaning that some of the course material will be conducted online. The online content is designed to give you a chance to get additional information as well as apply the persuasion theories and concepts we cover in our in-person class meetings in a real world context. Detailed information about each assignment is provided on the course website.

Final Project: Together with a group (typically 5 people) you will choose a theory to use in order to create a persuasive video (i.e., a public service announcement) about a social issue of your choice. Each group will have an opportunity to present their video and the theoretical rationale for the video during our last week of class. Detailed information about this assignment is provided on the course website.

Finding Everyday Examples—Extra Credit: You can earn extra credit by observing something you see out in the world (newspaper article, ad, picture you took, study you read about etc.) that you think is related to the content of the class and worth sharing with your classmates. The critical part of this assignment is to link your observed example of persuasion to a specific theory on concept from class. You should email me your example and if I think it is appropriate for sharing, you can earn extra points (up to 5 points) by giving a short presentation (max. 5 minutes) as well as submitting a short write-up (max. 250 words) about the example and specifically how it exemplifies **ONE** theory or concept from class. Your proposal must first be sent to me and determined to be an accurate example with a specific theory articulated. Only if I approve this proposal can you be eligible to present it to the class and earn the extra credit. Each student can submit a maximum of three proposals, but only one will be accepted. That is, you can have up to three attempts to earn the extra credit once. Due to time constraints during the lecture, and depending on the number of submissions, I may have to make alterations regarding the format of your contribution (i.e., written only, no presentation). Regardless of the format, you will have to provide the example (e.g., by adding an article link or image). It cannot be just something you've heard with no visual artifact. Then in your presentation and write-up you should explain why it is an example of a concept discussed in class. To be considered for extra credit, you must submit your write-up to me as well

as a PowerPoint slide you plan to use in class to present the example. You can submit proposals no later than 5:00pm, 11/25.

Grading Scale

<i>Grade</i>	<i>Percent</i>	<i>Grade</i>	<i>Percent</i>
A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60-62%
C+	77%-79%	E	<60%

Your grade in this course will be calculated according to the following work. There will NOT be opportunities for any student to re-take exams, re-complete assignments, or complete additional work in order to raise his/her grade outside what is laid out in this syllabus. Providing extra assignments for one student or “bumping up” a grade for one student invalidates the standards applied to the class and is unfair. For this reason, please do not ask me to reconsider your grade when the semester is over unless there has been an error in how it was calculated.

Exam 1	22.5%
Exam 2	22.5%
In-class participation assignments	15%
Online Assignments	20%
<u>Final Project</u>	<u>20%</u>
Total	100%

Course Policies

Exams: All exams are to be taken in class on the designated exam dates. No early or late exams will be given except in the case of an illness or other emergency. In the rare event that an illness or emergency arises, it is your responsibility to: 1) inform the professor prior to the scheduled exam time, and 2) provide the professor with written documentation of the emergency. Such documentation must be presented before the missed exam whenever possible (and by the next class period when this is not possible). Please note that make-up exams may be of a different format or cover course content in a different ratio than the original. Also note that if you arrive after the first person has completed/left the exam, you will not be allowed to take the exam (i.e., you will receive a zero on the exam).

Assignments & Deadlines: Each assignment is due on the designated date. Late assignments are marked down 10% per day including weekends. If you are unable to complete an assignment on time due to an

illness or other emergency, please be in touch with me immediately so that we can work together to find a solution. I will only consider an extension to a due date if the illness or emergency situation A) can be documented and B) is brought to my attention within 24 hours of the missed assignment.

Use of Email and Office Hours: You are responsible for all information sent to you via your OSU email account and/or posted on the Course Website. Therefore, it is important for you to check your OSU email account regularly and be sure to purge your account of unneeded email so that new messages can get through. Check your SPAM settings to be certain that class wide emails are getting through to your inbox. Similarly, check the Course website regularly for any updates or announcements.

Email is sometimes a useful way to obtain answers to brief questions of clarification. Email questions should be limited to those things that A) cannot wait until before/after class to ask me and B) cannot be answered by looking at the syllabus or other materials posted on Carmen. If you have more involved questions, these should be reserved for a one-on-one session during office hours. You can generally expect a response to email questions within 24 hours.

Respect for Fellow Students and Professor:

Disruptions: Please silence your phone during class. If you choose to come to class, you should give your full attention to any person who is speaking (e.g., the professor or another student). Please turn off phones or other devices that make noise during class. During class, avoid reading newspapers, sending text messages/email, sleeping, browsing the Internet, working on other class projects, talking while others are talking, etc. ***Students engaging in these or other disruptive behaviors during class will be asked to leave and will lose any in-class points associated with that class meeting.*** Texting and email checking on your phone are disruptive to the professor and to those around you. Please excuse yourself from class if you must engage in this activity during class time.

Technology Policy: Students are NOT allowed to take photographs, record video, or record audio during class. I do not permit the use of phones in class as they introduce a variety of potential disruptions. Please excuse yourself from class if you need to attend to your phone for any reason. If a student disrupts the class and/or violates the technology policy, I will ask the student to stop whatever action they are engaging in or to leave the classroom.

Academic Integrity

All students at the Ohio State University are bound by the code of student conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with the Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

School of Communication Diversity Statement: 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.

Accommodations

Any student who may need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and explore possible accommodations. I rely on the Office for Disability Services for assistance in verifying the need for the accommodation and developing accommodation strategies. The office can be contacted at 614-292-3307 and is located in room 150 Pomerene Hall.

Classroom Schedule & Readings

Week	Date	Lecture Topic	Readings
	M 10/14	Course Overview & Introduction	---
	W 10/16	Persuasion Overview: What is persuasion? Why study persuasion?	Frymier & Nadler: Chapter 1 & Chapter 7
	M 10/21	Group Project Work Day	--
	W 10/23	Understanding Attitudes & Behavior (TRA, TPB)	Frymier & Nadler: Chapter 2 & Chapter 10
	M 10/28	Attitude—Consistency & Reactance	Frymier & Nadler: Chapter 9
	W 10/30	Source & Message Factors (EPPM; Inoculation)	Frymier & Nadler: Chapter 4 & Chapter 5
	M 11/4	Receiver & Context Factors (social judgment theory)	Frymier & Nadler: Chapter 6 & Chapter 8
	W 11/6	Exam 1	--
	M 11/11	Veterans Day—No Classes Today	
	W 11/13	Dual Processing Theories	Frymier & Nadler: Chapter 11
	M 11/18	Weapons of Influence & Reciprocity	Cialdini, 1 & 2
	W 11/20	Group Project Work Day	
	M 11/25	Commitment & Consistency Social Proof	Cialdini, 3 & 4
	W 11/27	Thanksgiving Break—No Classes Today	
	M 12/2	Liking, Authority, & Scarcity	Cialdini, 5, 6, & 7
	W 12/4	Student Presentations	---

F 12/6

Exam 2: 12:00-1:45pm**Online Assignments**

Assignment	Topic	Due Date
Online #1	Three Means of Persuasion	10/22
Online #2	Attitudes	10/27
Online #3	Receiver traits	11/3
Online #4	Persuasion Ethics	11/12
Online #5	ELM	11/21
Online #6	Weapons of influence	12/1

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3628

Instructor: Dr. Emuly Moyer-Gusé

Summary: Contemporary Persuasion Theory

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenZoom • Prerecorded lectures. • Proctorio
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
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.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			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.	X			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.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			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.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 12/8/20

- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^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 demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate