Term Information

Effective Term	Summer 2023
Previous Value	*Autumn 2022*

Course Change Information

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

Inclusion of Comm 2367 in the new GE theme area of Citizenship for a Diverse and Just World.

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

Course aligns with the expected learning outcomes of this GE theme area.

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	2367
Course Title	Persuasive Communication
Transcript Abbreviation	Persuasive Comm
Course Description	This course is designed to increase your understanding of persuasive communication as it relates to citizenship and the American experience. As an advanced level writing course, the course is specifically designed to improve your persuasive writing, speaking, and critical thinking skills as specific citizenship behaviors.
Previous Value	*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
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, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Completion of GE Foundation Writing and Information Literacy course.
Previous Value	*Prereq: English 1110.01 or equiv., and Soph standing or above.*
Exclusions	Not open to students with credit for 2367H.
Electronically Enforced	Yes

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); Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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
Sought Concurrence	No

Attachments

• Comm Curriculum Map UPDATED 2020.docx: Curriculum Map

(Other Supporting Documentation. Owner: Ralph,Matthew)

• Regional campus GE memo.docx: Regional Campus Memo

(Memo of Understanding. Owner: Ralph,Matthew)

• sp23_comm_2367_syllabus GE.docx: Syllabus

(Syllabus. Owner: Ralph,Matthew)

• Comm 2367 Goals Sheet Persuasive Communication GE.docx: GE Course Submission Form

(Other Supporting Documentation. Owner: Ralph,Matthew)

• Comm 2367 Goals Sheet Persuasive Communication GE.docx: Revised GE Goals 1.9.23

(Other Supporting Documentation. Owner: Jackson,Kylie M.)

• Comm2367.GEThemeResponse1.8.23.docx: Response to revisions request

(Memo of Understanding. Owner: Jackson,Kylie M.)

• au23_comm_2367_syllabus GE Revision (new and legacy Goals & ELOs).docx: Syllabus 2.28 revisions

(Syllabus. Owner: Jackson,Kylie M.)

Comments

• Please see Panel feedback email sent 02/16/2023. *(by Hilty,Michael on 02/16/2023 03:07 PM)*

• Please see Panel feedback e-mail sent 10/20/22. *(by Cody,Emily Kathryn on 10/20/2022 09:53 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ralph,Matthew	08/03/2022 08:04 AM	Submitted for Approval
Approved	Ralph,Matthew	08/03/2022 08:05 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2022 03:48 PM	College Approval
Revision Requested	Cody,Emily Kathryn	10/20/2022 09:53 AM	ASCCAO Approval
Submitted	Jackson,Kylie M.	01/09/2023 01:24 PM	Submitted for Approval
Approved	Jackson,Kylie M.	01/09/2023 01:33 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/30/2023 02:15 PM	College Approval
Revision Requested	Hilty,Michael	02/16/2023 03:07 PM	ASCCAO Approval
Submitted	Jackson,Kylie M.	02/28/2023 07:59 AM	Submitted for Approval
Approved	Garrett,Robert Kelly	02/28/2023 11:45 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/28/2023 11:57 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/28/2023 11:57 AM	ASCCAO Approval

SYLLABUS: COMM 2367
PERSUASIVE COMMUNICATION
AUTUMN 2023

This course is designed to increase your understanding of persuasive communication as it relates to citizenship and the American experience. As an advanced level writing course, the course is specifically designed to improve your persuasive writing, speaking, and critical thinking skills as specific citizenship behaviors.

Instructor

INSTRUCTOR: Kristie Sigler

OFFICE: Journalism Building 317

EMAIL: Sigler.35@OSU.EDU
ZOOM OFFICE HOURS: Wed. 12pm—2pm // Thurs. 10am—12pm // Or By Appointment

Course prerequisites

Completion of GE Foundation Writing and Information Literacy course, and sophomore standing.

Mode of delivery

This is a hybrid course that will occur 50% in person in the classroom on Tuesdays, and 50% direct instruction online in asynchronous form for the remaining days of the week. More details can be found in the "Student Participation Requirements" section below and the course schedule on the last several pages of the syllabus.

COURSE OBJECTIVES

Students who complete this course will:

1. Understand and apply knowledge of persuasion theory and research to become more responsible and active citizens in American life.
2. Analyze persuasive messages in society to become more critical citizens and 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.

INTRODUCTION

The School of Communication agrees with the Carnegie Foundation for the Advancement of Teaching that "reasonably well-informed, capable, engaged, and public-spirited citizens are essential if a democracy is to flourish" (Colby et al., 2007, pp. 25-26). COMM 2367 is built from a history of undergraduate courses in U.S. communication departments that are aimed at developing undergraduates' knowledge, skill and motivation to be more active in civic and political life.

We are educating students to engage in active and responsible citizenship. Citizenship includes being able to analyze local, national and world issues, compose and communicate arguments about social problems and their causes, and advocate specific solutions about those problems. The aim of this course is to help students develop their persuasive communication skills to participate in civic life by expressing ideas and arguments that are action oriented, socially conscious and/or community involved.

A town hall meeting provides a problem based learning framework for students to identify and research a social issue or problem, craft arguments about the significance of the problem to their peers, and advocate that their peers participate in their recommended solution. The town hall meeting allows students to practice citizenship behaviors, equipping them to be active and responsible citizens beyond the classroom.

COMM 2367 is similar to the courses studied in *Educating for Democracy* (Colby et al., 2007). Colby et al. studied college level courses and programs that prepared students for responsible democratic participation, and found that college courses that created opportunities for students to practice deliberation and advocacy activities were related to students' later political engagement. COMM 2367 is focused on many of the skills described, such as *political influence*, or persuading others to support one's position, *analysis and judgment,* such as having the ability to write well about political or social topics and to weigh the pros and cons of different positions, and the s*kills of communication and leadership,* such as being able to make statements at public meetings (Colby et al., 2007).

Below is a description as to how COMM 2367 meets each GE Goal and Learning Outcome.

GE Goals and Learning Outcomes:
Citizenship for a Just and Diverse World

NEW Goals & ELOs
Goal 1. Successful students will analyze concepts of citizenship, justice and diversity at an advanced and in-depth level than in the Foundations component.

   ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
   ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

ELO1.1. Critical thinking "is reasonable reflective thinking that is focused on deciding what to believe or do" (Ennis, 1991, p. 6). COMM 2367 students *acquire knowledge and skill in critical and logical thinking* in two ways. First, students learn attitude theories (e.g., Reasoned Action Theory) that help them understand how citizens can differ in their views on an issue. A comprehensive exam tests knowledge of these theoretical concepts. Second, the course uses concepts from argumentation to help students acquire persuasive skill:

- through activities and the **annotated bibliography assignment**, students identify and

evaluate types of sources with recognized criteria
- through textbook chapters, lecture, and activities students recognize types of reasoning and criteria for evaluating reasoning
- through their essays and **final speech** students organize their arguments into a sufficient case, with counterarguments to handle opposing points of view.

ELO1.1.COMM 2367 students also engage in an *advanced* and *in-depth* study of persuasion and citizenship that build citizenship skills in four ways:

- Students learn to persuade audiences about justice, equity and diversity issues in *both* their writing and speaking. Separate readings and class discussion focus on writing and on giving audience-centered presentations.
- Most courses in rhetoric or persuasion take either a humanities or social scientific approach. In contrast, COMM 2367 integrates humanities ideas about rhetoric (e.g., the Canon, concepts from Aristotle, Plato) with social scientific theories of attitude change (e.g., Cognitive Dissonance Theory). Integrating rhetorical concepts (e.g., identification, stock issues) with contemporary message strategies can produce more advanced skill in students' citizenship behaviors.
- Over several weeks textbook chapters present social scientific theories such as conditioning theories, functional, cognitive dissonance, social judgement, and reasoned action theories, and the Elaboration Likelihood model. Lectures use peer-reviewed and popular sources to discuss and apply each theory to current advertising and political discourse. For instance, attitude functions can help students understand why some people would value justice principles over alternatives, while the Elaboration Likelihood Model can help students understand why justice appeal arguments would be more attractive to some people than others. Knowing attitude theories contributes to building political analysis and judgment skills that form part of citizenship skills (Colby et al., 2007).
- Consistent with advanced writing instruction, students engage in sustained research and writing on a topic that is meaningful to them, and students integrate knowledge of the problem and audience with knowledge of message strategies to pursue their persuasive objectives. Students also engage in multiple writing drafts with opportunities for peer review. These practices help enable students to transfer their knowledge of persuasive writing to new contexts.

Goal 2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

ELO2.1: COMM 2367 students identify and synthesize their experiences related to citizenship in two major ways. In their scaffolded assignments, students synthesize experiences about a social problem that citizens are experiencing, by (a) creating an annotated bibliography about the citizens experiencing a current problem that is unjust or inequitable; (b) using a **survey** to learn the audience's view of the problem and potential solutions; (c) developing in two essays and a speech arguments regarding the severity of the social problem for citizens and current systems that violate citizens' justice and equity; and (d) learning rhetorical strategies to propose solutions that motivate an audience to act.

A second way students synthesize experiences related to citizenship is in making connections between their class experiences and persuasive communication that qualifies as active citizenship. As students develop arguments about a social problem and how to solve it, they become increasingly aware of the importance of the audience with each writing assignment. **Presentations** at the town hall meetings

serve as opportunities for students to participate in their communities as active and responsible citizens.

ELO2.2. COMM 2367 students develop themselves as <u>learners</u> by determining best sources for their arguments, creating solutions to social problems, and engaging in reflection as they apply knowledge of persuasive communication. Students engage in assessment in developing their audience survey, responding to others' surveys, and analyzing their audience's responses to develop a solution to their social problem. Students practice citizenship skills by empathizing how they or other citizens are affected by social problems. Students engage in reflection in an online discussion on listening, and in a final reflection essay about they can use their persuasive skills in the future.

Goal 3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

   ELO 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
   ELO 3.2. Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

ELO3.1. COMM 2367 students learn to analyze a range of perspectives about citizenship for their persuasive aims, while simultaneously acquiring knowledge and skills in deliberation and advocacy to participate more fully in democratic life. Students begin by reading an excerpt from "What is Citizenship?" (Lister, 2003, Ch. 1) to explore that citizenship implicitly synthesizes the rights and obligations of individual citizens with the interests of the wider society. Students use research to figure out what citizenship should looks like with their particular topic; they are supplied a list of social problem areas to choose from, with each problem involving disparities or conflicting values among groups in the US (e.g., addiction, gerrymandering, income-inequality, health care, elections, economy, gun violence).

However, instead of focusing on expository analysis and writing, COMM 2367 is focused on analyzing different perspectives on citizenship that audiences may hold for the purpose of learning how to persuade a particular audience to adopt a different perspective about citizens and citizenship. The **audience survey** enables students to learn the political and cultural perspectives of their peer audience about their social problem. In **group discussion** students learn to frame the problem and its remedy with their preferred view of citizenship. The **final speech and paper** emphasize the importance of audience analysis to design a message that will express a preferred view of citizenship while incorporating the audience's desires and beliefs. Course readings further discuss perspectives on citizenship, such as code switching in politics, consumer data in advertising, and stereotyping audiences.

ELO3.2. The persuasive knowledge and skills that COMM 2367 students acquire do overlap with the knowledge and skills required for intercultural competence as a global citizen. With our **focus on audience analysis** with a student survey, its assessment and a written analysis, developing rhetorical and intercultural competence both include what Roderick Hart, presidential rhetorical scholar, calls "rhetorical sensitivity." Teaching students the ability to understand and empathize with their audience helps them understand the importance of selecting the appropriate approach, reasoned arguments, basic emotional appeals, and the best language to phrase arguments for the audience. Across several weeks we teach analysis and strategies for adapting to different audiences in persuasion, with examples including media examples like ads and politician interviews.

Goal 4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society within the U.S. and around the world.

   ELO 4.1. Examine, critique and evaluate various expressions and implications of diversity,

equity and inclusion, and explore a variety of lived experiences.
ELO 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

ELO4.1. Addressing social justice and equity issues is inherent in COMM 2367's semester-long process of analyzing social problems and advocating particular solutions, because the topics and problems chosen by students involve vulnerable groups who have been harmed in some way. Students document the magnitude and impact of harms to these groups in terms of their lived experiences and violated values and rights. The message factors chapter discusses the role of narrative vividness and other evidence forms to document harms; justice and equity violations are discussed in Weeks 4 and 6.

ELO4.2. Because COMM 2367 utilizes a stock issues analysis and argumentation framework, analysis of social problems does not only involve how citizens are harmed. Instead, students also interrogate the systems responsible for injustices or disparities between citizens (e.g., laws, regulations, attitudes, cultural traditions, power structures). Analyzing problems includes analyzing inherency, or the systemic causes of the problem that deny rights and exclude groups. Students then move to crafting and advocating a solution in their last paper and speech that expresses alternative conceptions of justice and equity. Audience values are analyzed and used to create common ground and convincing advocacy about alternative conceptions of diversity, equity and justice. These discussions occur in Weeks 4, 6 and 8 and in readings in *Persuasive Messages* by Ruth Anne Clark.

Old/Legacy ELOs that will also be fulfilled:

Expected Learning Outcomes:

1. Students apply basic skills in expository writing.

> *COMM 2367 fulfills this GE requirement by presenting opportunities for students to research, explain, and inform an audience through written assignments as part of the process of persuasion.*

2. Students demonstrate critical thinking through written and oral expression.

> *COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.*

3. Students retrieve and use written information analytically and effectively.

> *COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students learn to select and analyze information to build effective persuasive arguments.*

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 scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. They will demonstrate an ability to read carefully and express sophisticated ideas clearly through written persuasive communication, discussion, and critical analysis.*

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 requirement by providing opportunities for students to use communication skills to write and present persuasive arguments. Students will also*

understand the conventions of academic discourse to express original ideas in a persuasive paper and both 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 DESIGN

The overall design of the course centers on the persuasive speech assignment that will take place at the end of the semester. This assignment asks students to integrate and apply their knowledge of a social problem with knowledge of persuasion theories to motivate a specific audience to help solve a current social problem (Goal 2; ELO2.1). With the exception of the exams, quizzes, and the reflection paper, all course assignments are integrated and culminate in a 5-6 minute speech to be given in person and posted on the Carmen discussion board. The goal of each speech 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, or advocate for a particular nonprofit organization (e.g., Ohio Poverty Law Center).
- Provide feedback to several classmates' speeches each class session.

We use a general model of influence tasks to develop students' citizenship skills in deliberation and advocacy (Goal 3; ELO3.2; Goal 4; ELO4.1, 4.2). As students develop their argumentative cases we have the following discussions:

1. Problem Inquiry: Who is harmed by this problem? To what extent are particular citizens' legal or social rights violated?
2. Credibility & Liking: Who does not recognize the problem? What sources are credible for those who need to understand the problem?
3. Inherency: What legal or normative systems of beliefs or values is causing the problem for citizens? What value, justice, or equity conflicts between parties perpetuate the problem?
4. Creating Believable Messages with Argument & Narrative: What are the best arguments to employ to prove that a problem warrants our attention or that our proposal is the best remedy?
5. Persuasive Style: What kind of language will make our ideas impressive for those who enact our proposal?
6. Advocacy: What actions would address the problem, create benefit and a better conception of justice and equity for citizens? How do existing views about citizens affect the way we weigh alternative solutions? What objections or value conflicts might citizens have about our proposal?
7. Facilitating action: How do we motivate specific citizens/audience to act on our proposal?

Course materials

Required

Sigler, K. (Ed.). (2021). *Persuasive communication* (2nd ed.). Kendall Hunt Publishing Company.

*Print or e-books: https://he.kendallhunt.com/osupersuasivecomm

Required readings posted on Carmen

Lister, R. (2003). *Citizenship: Feminist perspectives. 2nd Edition*. New York University Press. Ch. 1. What is citizenship? pp. 13-16.

Clark, R.A. (1984). *Persuasive messages*. Harper & Row. Selected chapters.

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

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 and support for urgent issues is available 24/7.

- **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. Log in to Carmen using your name.# and password. If you have not set up 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 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:**
  - Media materials for this course will be made available via the Secured Media Library. **go.osu.edu/SecuredMediaLibrary**
  - To obtain additional help for use of the Secured Media Library, please email emedia@osu.edu
  - Frequently Asked Questions and support can be found at https://resourcecenter.odee.osu.edu/secured-media-library
- **CarmenZoom**
  - Office hours will be held through Ohio State's conferencing platform, CarmenZoom.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the instructor in the virtual office hours room.
  - Help guides on the use of Carmen Connect can be found at https://resourcecenter.odee.osu.edu/carmenzoom
- **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 hybrid 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://ocio.osu.edu/blog/community/2015/08/18/free-microsoft-office-for-ohio-state-students

Grading and Faculty Response

COMM 2367 has four sections. A first section is about persuasive writing. Students are introduced to the concepts of persuasion, citizenship and persuasive writing and learn how to write concise convincing arguments. Students learn to use credible sources and strategies to improve their writing and critical thinking skills. Analyzing social issues and critically evaluating information are essential parts of responsible citizenship.

The second section is about persuasion theory and research. Classical rhetoric provides a foundation for our study of persuasion. The text and lectures then explore ethics, source factors and message factors in persuasion and review five attitude theories and models.

The third section is about persuasive essays. Students craft strong persuasive arguments in their writing assignments about a social problem that harms citizens due to justice and equity disparities. The class discusses audience-centered communication, reasoning, fallacies, message design and delivery skills. Citizenship is a recurring theme as students read and discuss ethics and community engagement.

The final section is the town hall meeting. Students have a unique opportunity to apply what they have learned about citizenship, persuasive writing, persuasion theory, presentation skills and a specific social issue. Presentations at the town hall meetings offer opportunities for students to participate in their communities as active and responsible citizens.

ASSIGNMENTS

Essays

- *Annotated Bibliography Paper:* This assignment requires you to begin researching your problem by learning how citizens are being harmed what systems are causing the problem, and what may be viable solutions. In this paper, you will develop your ability to access, evaluate, and use credible

evidence by identifying and summarizing highly credible sources. The paper should be 3-4 pages using APA format, and contain an introduction, thesis, discussion of three credible sources, and a conclusion. Successful annotations summarize the main points of the source, its relevance to your topic, and why the source is highly credible.

- *Problem Analysis Paper:* This 3-4 page persuasive essay requires you to advance a thesis that a significant problem exists in your region for your audience that creates an exigence for change. Effective essays will cite at least four credible sources to develop an argumentative case that the problem is of sufficient magnitude, impact, relevance, and urgency that it needs to be addressed. Effective essays should also address the inherent reasons for the social problem in terms of the systems that are producing inequities or harms. Arguments should be composed of high quality evidence and employ valid types of reasoning (e.g., generalizations, causal, analogies, deductive, authoritative).

- *Audience Analysis Assignment*
    - o *Part 1: Audience Survey:* Knowing your audience and their values is essential to effective persuasive communication. This assignment asks you construct survey items to measure audience attitudes about your problem and recommended solution, and the audience's view of the justice, rights and equity issues embedded in the problem.
    - o *Part 2: Audience Analysis Paper and Online Discussion:* In this 2-3 page essay, you will summarize, analyze, and apply findings from the audience survey and the textbook to develop a persuasive message that will appeal to your audience. You are asked to interpret your survey results about the beliefs and attitudes college students have about your topic, including the problem, potential solutions, and barriers. Describe the implicit views of citizenship, rights, justice and/or equity embraced by the audience. Then you are asked to interpret your results in relation to one scholarly theory or model you have learned about in class. Excellent students demonstrate engagement in interpreting the survey results and applying a specific theory to design an effective argumentative case and persuasion message.
    - o You will also participate in a group discussion to analyze the original ideas of your peers and improve the effectiveness of your own arguments. You are specifically asked for two group members' initial posts to suggest two different course concepts or concepts related to citizenship, justice and/or equity that would complement your group member's ideas. Excellent responses describe and apply different course concepts in original ways.

- *Problem, Solution, and Barriers Paper:* You will have an opportunity to revise your Problem Paper based on comments from your instructor and peers as you prepare this next essay. This assignment asks you to write an integrative persuasive paper in which you refine your problem arguments, advocate a solution and motivate your audience to act. In approximately 5-6 pages using APA format, you should provide a succinct but thorough analysis that a serious problem exists for particular citizens that is perpetuated by current systems that are unjust and/or inequitable. The essay should propose a solution and defend its efficacy, benefit and value. The proposal can embed an alternative conception of justice and equity that addresses defective aspects of the status quo. Cite at least seven credible sources to support the arguments you make. Arguments should be composed of high quality evidence and employ valid types of reasoning. You will also need to address barriers with counterarguments to persuade your audience to enact your solution. Persuasive

strategies can be utilized to demonstrate political effectiveness while also envisioning an alternative view of citizenship, justice and/or equity.

- *Reflection Paper:* In this paper, you are asked to compose a formal essay that reflects upon your experience and what you learned this semester about persuasion and citizenship. The essay can critically reflect upon what you learned about writing, public speaking and/or persuasive communication, in what way the class challenged you, what persuasive speech had the greatest impact on you, and/or how your experience might be personally, academically, and professionally applicable. Excellent essays demonstrate a thoughtful engagement using specific examples and articulating original ideas.

Online Discussions

Two discussions will be held within your groups. These discussions ask you to think critically and apply the theories and concepts presented in readings and lecture. In one discussion you are asked to discuss the concept of citizenship, as covered in excerpt by Lister. A second discussion is about argument and listening. You are asked to watch a TED talk on how to win at losing an argument.

- For each discussion you are prompted with several questions for you to create an initial post with your own ideas. You are then asked to respond in a substantive way to the posts of at least two group members. Guidelines for a successful discussion post can be found in the Welcome Module for this course.

Quizzes/Exams

- *Quizzes:* Two online timed quizzes will be presented on the syllabus and APA materials and will include either short answer, multiple choice, true-false, and/or matching items. The APA timed quiz is 10 items on the basics of APA style. You may take this quiz twice with the higher score recorded.
- *Comprehensive Exam:* The comprehensive exam will be online and timed, and will consist of approximately 40 items covering required readings. The items will be randomized and include either multiple choice, true- false, and/or matching items. You may use your book and notes. Reading guides in the form of fill-in-the-blank slides are provided for each chapter.

Speeches

- *Introduction Speech:* This is a 1-2 minute video introduction posted to a discussion board. After you join a group, you will introduce yourself, your hometown, your major, what interests you in the group topic and why you chose this topic. What personal connection do you have to this issue? What real world examples of this problem have you seen/experienced? You are also asked to respond to others' introductions.

- *Media and Persuasion Speech:* This 2-4 minute speech will develop your ability to make connections between persuasion theories and media you encounter daily. Students pick two concepts from a list (e.g., credibility dimensions, EPPM model, dissonance reduction, central vs peripheral processing, argument fallacies). Students then locate two media examples that illustrate their chosen concepts and prepare a speech that provides a clear concise explanation of each concept. Students share their examples and discuss how they illustrate persuasion in a video that is then posted to the Community Discussion board.

- *Persuasive Speech:* 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 to your peers. Your Problem, Solution, and Barriers Paper provides the preliminary foundation for the Town Hall speech. You are asked to submit a 2-3 page topic outline before class on your scheduled presentation date. You should cite at least seven evidence sources in your speech that is organized with an introduction, problem arguments, solution arguments, barrier arguments, and a conclusion. Excellent speeches are well-documented and reasoned, express ideas in memorable ways, apply principles of persuasion, and engage the audience.

Participation

- *Media and Persuasion Speech Participation*: You will have an opportunity to ask questions or provide peer feedback on four of your classmates' presentations.
- *Persuasive Speech Participation:* You will have an opportunity to participate by asking questions, engaging in discussion, and helping your colleagues improve by providing comments on their presentations. You are asked to provide substantive comments on two presentations per class session, due that day. Post your comments as a response to their slides in this discussion. Discuss what the speaker did well, how the speaker could improve and what you learned from the speaker. You will also provide feedback about the speaker's presentation and future opportunities to advocate and participate in social change.
- *Peer Reviews:* For three writing assignments, you are asked to provide detailed feedback about another student's draft. Peer reviews that simply state "Good job" or that only make corrections to grammar will not receive full points. You will be asked to evaluate your peers using the rubric for the assignment. Does the paper meet the criteria? Are there places that could be strengthened or clarified?

Grades

GRADING

Following are the point values for each assignment:

Assignment	Points
Annotated Bibliography Paper	30
Problem Analysis Paper	50
Audience Survey	20
Audience Analysis Paper and Online Discussion	40
Problem, Solution, and Barriers Paper	20

Reflection Paper	15
Discussions (2 @ 10 pts each)	20
Introduction Speech	5
APA Quiz	10
Comprehensive Exam	75
Media and Persuasion Speech	15
Media and Persuasion Speech Participation	10
Persuasive Speech & Participation	70
Peer Reviews (3 @ 10 points each)	30
TOTAL	410

Extra Credit

C-REP (Communication Research Experience Program) Research Credits: All students enrolled in COMM 2367 may participate in the Communication Research Experience Program ("C-REP") for extra credit. 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 alternativewriting 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 the contact person identified in the Student Guide.

Late assignments

Late submissions for most written assignments will incur a 10% penalty each day the submission is late. The first day begins one minute after the deadline, with an automatic loss of 10% of the points. Please do not email your paper to the professor. 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.

Speeches, discussion posts, and paper drafts will not be accepted late. If they are not submitted on time (11:59 pm on the due date), you will receive a 0 on the assignment.

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

I will check and reply to messages in the discussion boards every **24 hours on school days**. For our Q&A Board, feel free to assist other classmates if you know the answer to a question.

Communication

I will post class updates 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.

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.

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.

Attendance

Attendance is expected at all class sessions whether in-person or synchronous online (see weekly schedule below). You may miss one week of class without penalty. Because our class sessions are interactive and focused on writing and group work, your attendance and participation are essential. For every week of class you miss beyond one, 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 with documentation are exempt from this policy (ex. religious holidays, university athletics, etc.).

Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted **within one week of the absence**. See COVID-19 policy below.

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Student participation requirements

Because this is a hybrid course, your attendance is based on your online activity and in-class participation. The following is a summary of your expected participation:
- **Scheduled class time:**
  Whether we are meeting in-person or on Zoom, you are expected to be available during our scheduled class time. Work and other commitments should not be scheduled during this class period.
- **Wi-Fi and Online Access:**
  Have access to reliable Wi-Fi and take responsibility for ensuring you can access online resources such as discussion boards, video/audio materials and quizzes. You have access to course expectations and deadlines in advance, and the Carmen team and I are available to help with technical issues PRIOR to due dates. Assignments will not be accepted late regardless of problems with Wi-Fi access and other technical difficulties. Refer to

https://resourcecenter.odee.osu.edu/carmencanvas for answers to many Carmen problems or questions for the Carmen support team.

- **Carmen activity:**

  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. I suggest logging in at least three times per week to make sure you are keeping up with announcements and course content. (During most weeks you will probably log in many times.)

- **Viewing lectures**:

  Recorded lectures and supplemental lecture materials will be posted to the module one to two times per week. The complete listing for the week will be found in the weekly overview. 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, and come back to the next. The lectures should be viewed within 24 hours of posting to be sure you are up to date with the course materials.

- **Office hours**:

  I am always 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 "Course Q&A" discussion board. Office hours are held virtually via CarmenZoom.

Discussion and communication guidelines

The following are my expectations regarding 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. I 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 support what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Discussion Guidelines**: A document outlining guidelines for successful participation in class discussions can be found in the Welcome Module for this course.

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 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 or someone you know are 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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*: https://cstw.osu.edu/our-programs/writing-center. Located at 4132 Smith Lab, the Writing Center is also available online, via email at cstw@osu.edu and by phone at 614-688-5865. You can schedule an appointment here: https://cstw.osu.edu/make-writing-center-appointment

- Online Drop-Off Appointment: writers can upload their writing along with a few questions or concerns they would like a consultant to address. Consultants will provide feedback within 24-48 hours.
- Online Live-Chat Appointment: writers can upload a document and chat live with a consultant.

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 at titleix@osu.edu.

Mental Health Statement

PLEASE TAKE CARE OF YOURSELF

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 https://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 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org**

Academic integrity policy

Policies for this 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 https://trustees.osu.edu/bylaws-and-rules/code

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.

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 graduate teaching associates 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, Katie Holmes, at holmes.718@osu.edu.

WEEKLY SCHEDULE

*Schedule and due dates are tentative.

Reading guides for all chapters can be found on Carmen in the corresponding week's module.

ELO: GE Expected Learning Outcome met

Activity: Occurs in person

Video: Recorded lectures or lessons. Recording times are in parentheses (hr. min)

OLI: Online instructional activity

Week	Date	Weekly Topic	Reading	Assignment & Due dates
Week 1	8/22	*8/22 Overview of course & assignments* Activity*: Overview of course; Discuss topic options & join a group* Videos: *The Concept of Persuasion & Concept of Citizenship (0.45)*	Ch 1 (2-17) Lister (13-16)	Join a Group on a topic of interest 8/22 Introduction Speech 8/24 Respond to Speeches 8/27 (EL02.2)
Week 2	8/29	*8.29 Writing: Myths and Expectations; APA Style Introduction* Activity: *Group meetings to discuss writing myths and research topics (ELO2.2); Find a nonprofit organization that focuses on your group's topic and review its mission, vision, goals (ELOS2.1, 3.1); Review Annotated Bibliography Paper assignment* Videos: *APA Reference Pages (0.20); Citizenship & Advocacy for Social Change (0.25); Annotated Bibliography Paper Introduction (0.05); Peer-Reviewed Journals (0.15); Understanding Nonprofit Organizations (0.25)* *DB1 – What is citizenship?* *Read: Lister CH.1 Answer questions:* *Mouffe (1992) observes, "The way we define citizenship is intimately linked to the kind of society and political community we want." What kind of community do you want?*	Ch 10 (206-211) Lister, Ch.1	Discussion Post 1 What is citizenship? Initial Post 8/31 Response Posts 9/3 APA Quiz 9/3

		Lister argues that prioritizing the rights of individual citizens and the interests of the wider society should be synthesized – how do you think this is done? Should be done? How does your problem/subtopic fit into this?		
Week 3	9/5	*9.5 Finding Good Sources; Evaluating and Working with Sources for Evidence to Build Credibility (ELOs1.1, 4.1, 4.2)* Activity: *Freewriting to express knowledge of the social problem for affected citizens, why problem persists, relevant justice and equity issues (ELOs2.1, 4.2); Group meetings to clarify topics and discuss Annotated Bibliography Paper progress* Videos: *Using Library Databases (0.15); APA In-Text Citations (0.20); Critical Reading & Annotating (0.10); Evidence types & criteria (0.30) Advocating Change (0.35); Thesis Statements (0.10)*	Ch 11 (212-232) Ch 12 (236-255) Clark (148-150, 170-178)	

Week 4	9/12	*Attitudes and Beliefs: Conditioning Theories & Attitude Functions. Concepts from classical rhetoric. Evidence types and standard; Values. (ELO1.1)* Activity: *Review theories; Values discussion; Activity to identify students' most important values; Different conceptions of justice and equity (ELOs4.1, 4.2); Complete and share results of Volunteer Function Instrument, discuss application to advocacy for community change (ELO3.1)* Videos: *Classical Rhetoric (0.45); Creating an Exigency that Citizens are Harmed (0.30); Conditioning theories & Attitude functions (0.45); Peer Review Strategies & Expectations (0.15)*	Ch 2 (18-33) Ch 3 (40-59)	Annotated Bibliography Paper: Draft 9/12 Peer Review 9/14 Final 9/17
Week 5	9/19	*Source Factors: Creating Ethos & Liking; Message Factors: Evidence & reasoning to prove harm for citizens; Recognizing fallacious reasoning in arguments about citizen problems*	Ch 4 (64-80)	

		(ELO1.1; ELO3.2) Activity: *Review concepts; Group discussion of effectiveness of fear appeal based on EPPM; Types of evidence and reasoning; Group discussion on Problem Analysis Paper* Video: *Proving a Social Exigency Exists for Citizens That Needs Change (0.45); Presenting the Problem (0.45) (ELO4.1 4.2)*	Ch 5 (88-108) Clark (119-144)	
Week 6	9/26	*Persuasion Theories: Social Judgment Theory; Consistency and Cognitive Dissonance Theory; How audiences perceive social problems as violations of justice or equity principles (ELO3.1; ELO4.1)* Activity: *Group meetings to address concerns and answer questions about the Problem Analysis Paper; Theory review: Separate your group into halves; create visual representations of either social judgment theory or cognitive dissonance theory, then share with other half of group* Videos: *Applying Social Judgment Theory (0.40); Applying Cognitive Dissonance Theory (0.40); Peer Review Strategies & Expectations for Problem Analysis Paper (0.10)*	Ch 6 (116-129) Ch 7 (134-152)	Problem Analysis Paper: Draft 9/26 Peer Review 9/28 Final 9/30 *(ELO2.2)*
Week 7	10/3	*Persuasion Theory & Audience Assessment: A Reasoned Action Approach; Elaboration Likelihood Model; Applying RAA and ELM to understand how audiences likely perceive effective and just solutions (ELO3.1; ELO4.1)* Activity: *Review theories; Review Audience Survey and Audience Analysis Discussion assignment description & samples; Group meetings to work on Audience Survey; Share 5 items for the Survey with group; Provide suggestions to improve others' items & revise your items based on feedback. Share revisions and choose which items will appear on the final group survey.*	Ch 8 (158-177) Ch 9 (182-198)	Audience Survey: Questions 10/3 Draft and Link 10/5 Responses 10/7

		Videos: *A Reasoned Action Approach* (0.40); *Elaboration Likelihood Model* (0.40); *Qualtrics Tutorial* (0.30); *Methods 101: Question Wording & Mode Effects from Pew Research Center (0.10)*		
Week 8	10/10	*Audience-Centered Presentations; Advocacy and Facilitating Action; Strategies to benefit and motivate the audience to act. (ELO3.2)* Activity: *Review Advocacy & Facilitating Action* strategies; *advocating for justice and equity; Impromptu speeches to practice audience-centered presentations; Review Media & Persuasion Speech assignment description and students choose speech topics* Videos: *Persuasive Speaking in Theory and Practice (1.00); Digital Citizenship and Ethics (.30); Motivating Audiences to Act (0.50)* OLI: *Group discussion of Audience Survey results and implications for nonprofit choice and solution*	Ch 13 (260-279) Ch 14 (284-314)	Audience Analysis Discussion: Initial Post 10/12 *(ELO3.1)* Response Posts 10/14 *(ELO2.2)*
Week 9	10/17	***Citizenship Skills***: *Practicing and Delivering Public Speeches (ELO3.2)* Activity: *Review message impressiveness; Impromptu speeches to practice vocal and nonverbal delivery; Review Problem, Solution, & Barriers Paper assignment description* Discussion: Write a solution statement, provide suggestions to improve others' solutions & revise your solution. Videos: *Making Ideas Impressive (1.00); Comprehensive Exam Information & Study Tips (.10); TED Talk: The Secret Structure of Great Talks by Nancy Duarte (.18)*	Ch 15 (318-340) Clark (67-85)	Media and Persuasion Speech: Due 10/19 Response Posts 10/21

Week 10	10/24	**Comprehensive Exam** Videos: *Review Persuasive Speech assignment description and sample outlines (.30)* Conferences: *Instructor will hold 15-minute individual writing conferences with students*		Discussion Post 2 based on TED Talk "For Argument's Sake" Initial Post 10/24 Response 10/26 **Comprehensive Exam 10/28**
Week 11	10/31	*Integrating Theory & Strategies for Social change Listening and Critiquing Speeches* Activity: *Group meetings to address concerns and answer questions about the Persuasive Speech; Groups make decisions about speaker order, what to wear, slide design and introduction of speakers* Videos: *Showing That Citizens Are Valued & Can Benefit (0.25); Tips for Presentation Slides (0.25); Delivering the Presentation (0.18); TED Talk: Teach Every Child About Food by Jamie Oliver (0.22)*	Ch 16 (344-362)	Problem, Solution, and Barriers Paper: Draft 10/31 Peer Review 11/1 Final 11/3 *Social Change (ELO 3.1)*

Week 12	11/7	**Citizenship Skills: Persuasive Speeches** *(ELOs3.2, 4,2)* Conferences: *Instructor will hold meetings with groups to prepare for final presentations; Instructor will hold individual meetings with students who want to review slides and/or practice speeches*		**Persuasive Speeches & Participation**
Week 13	11/14	**Citizenship Skills: Persuasive Speeches** *(ELOs3.2, 4.2)* Conferences: *Instructor will hold meetings with groups to prepare for final presentations; Instructor will hold individual meetings with students who want to review slides and/or practice speeches*		**Persuasive Speeches & Participation**

Week 14	11/21	**Conferences & THANKSVING HOLIDAY** Conferences: *Instructor will hold meetings with groups to prepare for final presentations; Instructor will hold individual meetings with students who want to review slides and/or practice speeches*		Conferences & THANKSGIVING HOLIDAY
Week 15	11/28	**Citizenship Skills: Persuasive Speeches** *(ELOs3.2, 4.2)* Conferences: *Instructor will hold meetings with groups to prepare for final presentations; Instructor will hold individual meetings with students who want to review slides and/or practice speeches*		**Persuasive Speeches & Participation**
Finals	12/5	Final Reflection, **Citizenship Skills Persuasive Speeches**		***Reflection*** Paper 12/8

Note: Depending on enrollment, modality for presentations will shift. If class size is capped at 28 students, persuasive speeches will occur in class. If class size is more than 28, persuasive speeches will be recorded and uploaded.

References

Colby, A., Beaumont, E., Ehrlick, T., & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement*. Jossey-Bass.