Term Information

Effective Term	Autumn 2023
Previous Value	*Spring 2019*

Course Change Information

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

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

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

Comm 2367 was recently approved for the new GE theme area in Citizenship for a Diverse and Just World so it our understanding the honors version of this course also needs submitted for approval.

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	2367H
Course Title	Persuasive Communication
Transcript Abbreviation	Persuasive Comm H
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value   *Columbus, Marion*

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: Honors standing, Completion of GE Foundation Writing and Information Literacy course, and sophomore standing

Previous Value   *Prereq: Honors standing, English 1110, and Soph standing.*

Exclusions   Not open to students with credit for Comm 2367.

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

- 2367H Theme submission.docx

  (Cover Letter. Owner: Jackson,Kylie M.)

- au23_comm_2367H_syllabus GE Citizenship Theme.docx

  (Syllabus. Owner: Jackson,Kylie M.)

- Comm 2367H Goals Sheet Persuasive Communication GE.docx

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

- Communication Curriculum Map updated November 2019.docx

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson,Kylie M.	03/24/2023 08:28 AM	Submitted for Approval
Approved	Kline,Susan Lee	03/24/2023 09:00 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/31/2023 02:02 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/31/2023 02:02 PM	ASCCAO Approval

March 24th, 2023

To: Citizenship Theme panel

FROM: School of Communication *SK*

RE: 2367H Theme submission

Recently we obtained approval for Communication 2367 to be a Citizenship Theme course in the new GE. We thought that the honors version of this course was included in our submission, but have learned that we were mistaken.

The current honors version of 2367 has some differences in assignments, but the textbook and approach are the same.

To help the theme panels out, the key differences are:

1. The Honors version of the course has students work on their own topic, not a group topic that is done in the other sections of the course. Honors students work on social problems, like other 2367 students.
2. The Honors version of the course has students give two speeches on their topic, not one main speech that is done in the other sections of the course.
3. The Honors version of the course is in-person, unlike most of the other sections of the course that are hybrid or online. As a result, the Honors version of the course employs more in-class group exercises and applications.

We hope that this memo helps your reviewing process.

SYLLABUS: COMM 2367H
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: Dr. Susan L. Kline

OFFICE: 3106 Derby Hall

EMAIL: Kline.48@osu.edu

OFFICE HOURS: Th. 12pm—2pm or by appointment

Course prerequisites

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

Mode of delivery

This is an in-person class.

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. Produce effective written and oral arguments about a social problem and its best remedy
5. Express ideas in essays 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 2367H 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.

Our series of essays and speeches in the honors section of Persuasive Communication 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. Students are able to practice citizenship behaviors, equipping them to be active and responsible citizens beyond the classroom.

COMM 2367H 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 2367H is focused on many of the skills described, such as *political influence*, or persuading others to support one's position, *analysis and judgment,* or 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 2367H meets each GE Goal and Learning Outcome.

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

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 2367H 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. **Two examinations** test 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 **essays** and two **speeches** students organize their arguments into a sufficient case, with counterarguments to handle opposing points of view.

ELO1.1.COMM 2367H 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 2367H 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 2367H 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 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 **two speeches** 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** serve as opportunities for students to participate in their communities as active and responsible citizens.

ELO2.2. COMM 2367H 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 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 2367H 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 encouraged to select a social problem area that involves 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 2367H 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 2367H 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 and its assessment, 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 separate weeks.

ELO4.2. Because COMM 2367H 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 three Weeks and in readings in *Persuasive Messages* by Ruth Anne Clark.

COURSE DESIGN

The overall design of the course centers on a series of two persuasive essays and two speeches that take place in the latter two thirds of the semester. These 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, two initial short papers, and the reflection paper, the remaining course assignments are integrated and culminate in these two essays and speeches that are given in person. Each student picks their own social problem.

The goal of the first major essay and speech is to convince the audience that there is a significant problem among a particular region or group. The goal of the second major essay and speech is to convince the audience that the student's proposal is the best option and that the audience should participate in the proposal. Students provide comments 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. <u>Problem Inquiry</u>: Who is harmed by this problem? To what extent are particular citizens' legal or social rights violated?
2. <u>Credibility & Liking:</u> Who does not recognize the problem? What sources are credible for those who need to understand the problem?
3. <u>Inherency</u>: 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. <u>Creating Believable Messages with Argument & Narrative</u>: What are the best arguments to employ to prove that a problem warrants our attention or that our proposal is the best remedy?
5. <u>Persuasive Style:</u> What kind of language will make our ideas impressive for those who enact our proposal?
6. <u>Advocacy</u>: 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. <u>Facilitating action</u>: 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.

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

O'Keefe, D.J. (2002). *Persuasion theory & research*, 2nd Ed. Sage Publications. Chapter 3. Belief-Based models of attitude.

Warnick, B., & Inch, E.S. (1994). *Critical thinking and communication: The use of reason in argument*, 2nd Ed. Macmillan. Chapter 4.

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 in-person or 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

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

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 five 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.

- *Advertising Analysis Papers.* This assignment invites you to select two specific advertisements (print or online), and explain in each 1-2 page analysis how a particular attitude change theory is used in each ad to persuade a target audience to purchase a particular product or service. In each analysis you are asked to jhuuuuuu   describe the theory, apply the theory and evaluate the effectiveness of the ad using the theory.

- *Problem Analysis Paper:* This 4-5 page persuasive essay requires you to advance a thesis that a significant problem exists 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 *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.
- *Advocacy Essay:* You will have an opportunity to revise your Problem analysis essay based on comments from your instructor and peers as you prepare a next essay. This assignment asks you to write an integrative essay in which you refine your problem arguments, advocate a solution and motivate your audience to act. In approximately 4-6 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 five 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 and motivated your audience to act.
- *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.

Examinations

Two examinations will consist of objective items and short essay questions covering required readings. Study guides are provided for each reading, and we will hold a review session before each examination.

Speeches

- *Problem Inquiry Speech:* This 4-5 minute speech will develop your ability to develop a case that a particular problem is significant and should be addressed. You should cite at least five evidence sources in your speech that is organized with an introduction, problem analysis arguments, and offer a conclusion.
- *Advocacy Speech:* This is a 4-5 minute speech will develop your ability to advocate a remedy for a social problem and motivate your audience to act. Your advocacy paper will provide the preliminary foundation for this speech. You are asked to submit a full sentence outline on the

day of your scheduled presentation. You should cite at least five evidence sources in your speech that is organized with an introduction, a review of the problem, the stated remedy,]\[45rle-advocacy arguments, counterarguments, facilitating action appeals, and a conclusion. Excellent speeches are well-documented and reasoned, express ideas in memorable ways, apply principles of persuasion, and engage the audience.

Participation

- *In-class Exercises:* You will have numerous opportunities to apply theories or identify effective persuasive strategies in a series five-six in-class exercises (i.e., conditioning theories, Fishbein's belief based model, quality evidence and reasoning, message impressiveness strategies, advocacy and facilitating commitment strategies).

- *Persuasion Speech Participation*: You will have an opportunity to ask questions or provide peer feedback on your classmates' presentations.
- *Peer Review:* For the problem essay writing assignment, you are asked to provide detailed comments 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

Your grade in this course is a function of the following:

Assignment	%	pts.
Exam #1	11%	110
Exam #2	11%	110
Bibliography	5 %	50
Ad Analyses	10%	100
Problem Es.	12%	120
Advocacy Es.	12%	120
Speech #1	11%	110
Speech #2	11%	110
Survey	2%	20
Peer review	2%	20
In-class Ex.	5%	50
Participation	8%	80
		1000

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 alternative writing assignments.

You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to 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.

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 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 assignments, you can generally expect comments within 7-10 days.

E-mail: I try to reply to e-mails within 24 hours on school days.

Communication: I will post class updates and/or additional materials on the first page of Carmen. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information.

Discussing a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To discuss 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 four class sessions 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**.

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.

References

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

Schedule

WEEK	DATE	TOPIC	READING(S)	WHAT'S DUE
1	T 8/22	*Introductions/Course Overview/The concept of persuasion and concept of citizenship.* *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?* *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?*	Ch 1 (2-17); Clark, Ch 1;	
	Th 8/24	*Classical rhetoric, persuasion and Citizenship; Writing myths & expectations* *Discussion on term topic paper choices (ELO2.1, 2.2), myths*	Lister (pp. 13-16); Ch 10 (206-211);	
		I. **Theories of Attitude Change**		
2	T 8/29	*From classical rhetoric concepts to conditioning theories (ELO1.1)* *Writing: Review Annotated Bibliography Paper assignment; Review advertising analysis essay assignment*	Ch 2 (18-33), Ch 3 (40-59); Lister, chapter 1	Term Topic Paper
	Th 9/1	*Social Judgment Theory and Attitude Functions; How audiences perceive social problems as violations of justice or equity principles (ELO3.1; ELO4.1)* *Writing: Finding Good Sources; Evaluating and Working with Sources for Evidence to Build Credibility (ELOs1.1, 4.1, 4.2)*	Ch 6 (116-129); Ch 2, Functions section Ch 11 (212-232)	
3	T 9/5	Writing: *Evaluating and Working with Sources for Evidence to Build Credibility (ELOs1.1, 4.1, 4.2)* *Fishbein's Belief-based Model of Persuasion* *In-class exercise on applying Fishbein's belief based model*	Ch 12 (236-255) Ch 2; O'Keefe excerpt	
	Th 9/7	*Cognitive Dissonance Theory/Elaboration Likelihood Model: Basic concepts and applications* *Writing: Tips on developing advertising analyses*	Ch 7 (134-152) Ch 9 (182-198)	Ad Analysis Essays (Fri.)
4	T 9/12	*Elaboration Likelihood Model/Review for Exam #1*	Ch.9	
	Th 9/14	**Examination #1**		**Exam #1**
		II. **Influence Task Model**		
5	T 9/20	**Influence Task: Gaining Consensus on the Problem** *Proving a social exigency exists that*	Clark, Ch. 6.	

				17
		harms citizens **Value of audience analysis:** *Review Audience Survey task.*		
	Th 9/22	**Influence Task #2:** *Gaining Consensus on a Problem* *Audience analysis task: Group meetings to work on Audience Survey; Share 5 items for the Survey with group; Provide suggestions to improve others' items.*	Clark, Ch. 6	Bibliography-9.25 Survey link-9.23
6	T 9/27	**Influence Task #1:** *Creating Ethos and Liking:* Strategies & message effects	Ch 4 (64-80);	Audience survey completed
	Th 9/29	**Influence Task #3:** *Creating Message Believability: Argument and Narrative Types of evidence & reasoning; Evidence & reasoning to prove harm for citizens; Recognizing fallacious reasoning in arguments about citizen problems (ELO1.1; ELO3.2)* **In-class exercise on argument assessment**	Ch 5 (88-108 Ch 13 (260-279) Warnick & Inch, Evidence	Problem draft (9.30)
7	T 10/3	Argument/ **Influence Task #4:** *Developing Impressive Messages* *In-class exercise*	Clark, Ch. 4	Peer review (10.2)
	Th 10/5	Audience centered Presentations, *Value argument, Practicing and delivering Public Speeches (ELO3.2)* *Introduction speeches*	Ch 14 (284-314)	Problem Essay (10.6)
8	T 10/10	***Citizenship Skills: Persuasive Speeches*** *(ELOs3.2, 4.2) Speech #1: Gaining Awareness about a Problem*		Speeches
	Th 10/12	AUTUMN BREAK NO CLASS		
9	T 10/17	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
	Th 10/19	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
10	T 10/24	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
	Th 10/26	Reasoned Action Model/**Influence Task #5/Advocacy** *Applying RAA to understand how audiences likely perceive effective and just solutions (ELO3.1; ELO4.1)*	Ch 8 (158-177); Clark, Ch. 7	
11	T 11/1	**Influence Task #5:** *Advocacy & Message Effects; Integrating Theory & Strategies for Social change*	Ch 5 (88-108)	
	Th 11/3	**Influence Task #6:** *Mobilizing Commitment Strategies to benefit and motivate the audience to act. (ELO3.2)*	Ch. 5	
12	T 11/7	*Advocating for justice and equity*; dialogue; value argument;*Showing That Citizens Are Valued & Can Benefit*		
	Th 11/9	Exam review/Open Office Hours		
13	T 11/14	**Examination #2**		**Exam #2**
	Th 11/16	No class: National Communication Association		Advocacy Essay due (Fri., 11.17)
14	T 11/21	*Citizenship Skills: Persuasive Speeches (ELOs3.2,*		Speeches

		*4.2)*Speech #2: Advocating & Facilitating Change		18
	Th 11/23	Thanksgiving Holiday No Class		
15	T 11/28	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
	Th 12/30	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
16	T 12/5	*Persuasive Speeches (ELOs3.2, 4.2)*		Speeches
	12/11	Reflection Essay due by 11:59 pm.		

ELO: GE Expected Learning Outcome met

School of Communication

Application for the GE Theme:
Citizenship for a Just and Diverse World

Communication 2367H

7.2022/3.2023 Highlighted sections denote changes made from the already approved application for COMM 2367.

GOAL 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component. (50-500 words)

We agree with Anny Colby and her colleagues at the Carnegie Foundation for the Advancement of Teaching that "democracy is fundamentally a practice of shared responsibility for a common future" and 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(H) is built from a history of undergraduate courses in U.S. communication departments whose purpose is to develop undergraduates' knowledge, skill and motivation to be more active in civic and political life. Across the country some courses are focused on developing students' argumentation, critical thinking and debate skills, while other courses integrate argumentation and critical thinking skills with persuasive communication skills. The second approach is taken in COMM 2367.

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. Citizenship behaviors include staying informed about national and world issues, and participating in civic and community life through voting and volunteering.

The aim of the 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. In its current GE status, COMM 2367H is an advanced-level writing course on multiple campuses with students from across the university. Specific course objectives include teaching students to apply persuasion theories to analyze persuasive messages and become critical consumers of persuasion, and to develop the ability to craft effective and ethical arguments. Following the GE Implementation Committee Report, COMM 2367(H) teaches citizenship in ways that also qualify the course as an advanced-level writing course.

The course uses a problem-based learning structure that develops critical thinking skills, communication skills and problem-solving skills, all of which help create active and responsible citizenship. A series of essays and speeches provides the framework as students identify and research a social issue or problem; craft arguments about the significance of the problem to their peers; and encourage their peers to participate in a solution. This format allows students to practice citizenship behaviors in the classroom, equipping them to be active and responsible citizens beyond the classroom.

<u>Course Organization</u>

The course is organized in four parts for students to pursue advanced study of persuasion, writing and oral communication.

The 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 presentations. Students have crafted strong persuasive arguments in their writing assignments by this point and are now ready to advocate them in their presentations. The class discusses audience-centered communication, reasoning, fallacies, message design and delivery skills. Citizenship is a recurring theme in the readings as students read and discuss ethics and community engagement.

The final section involves the opportunity to apply what they have learned about persuasive writing, persuasion theory, presentation skills and a specific social issue through their last essay and presentation. The final presentation enables students to participate in their communities as active and responsible citizens.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50- 700 words)

Critical thinking "is reflective decision-making and thoughtful problem-solving about what to believe and do." (Facione, 2007, p. 44). The design of the course is based on the pedagogical approach of problem-based learning which inherently develops critical thinking skills. Facione (1990, 2020) identifies six critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

1. Interpretation: categorization, decoding significance, clarifying meaning
    a. Resources: Textbook chapters on Finding and Working with Sources
    b. Goal: Students recognize and learn about a social issue/problem of their choosing.
        i. Activity: Students organize themselves into groups based on an interest in a social issue/problem (e.g., poverty). Each member of the group chooses a narrowed focus of the problem for a semester-long project (e.g., food insecurity, access to legal representation).
    c. Goal: Students develop their ability to identify, access and summarize high quality sources to learn about the problem.
        i. Activity: Students learn how to distinguish between scholarly and popular sources and use library resources to find high quality sources to write an annotated bibliography paper.
2. Analysis: examining ideas, identifying and analyzing arguments
    a. Textbook chapters on Classical Rhetoric, Message Factors, Working with Sources, Persuasive Speaking and Critiquing Speeches
    b. Goal: Students examine the problem using high quality sources with different perspectives and develop an argumentative case to prove that the problem is large, has harmful impact, and is inherent in the status quo.
        i. Activity: Students use a variety of required source types (e.g., peer-reviewed journal, news source, government source) to write an annotated bibliography, problem analysis and advocacy papers.

c. Goal: Students recognize types of evidence and reasoning as well as criteria for evaluating evidence and reasoning.
   i. Activity: Students learn about evidence and reasoning through lectures and textbook readings.

3. Evaluation: assessing claims, assessing arguments
   a. Textbook chapters on Message Arguments, Persuasive Speaking
   b. Goal: Students assess claims, evidence, and the quality of reasoning in arguments.
      i. In-class activity on evaluating the quality of evidence and reasoning of arguments presented to them.
   c. Goal: Students recognize argument fallacies and learn ways of analyzing generalizations, analogies and causal arguments.
      i. Activity: Students read statements and determine which argument fallacy, if any, is being committed.

4. Inference: querying evidence, conjecturing alternatives, drawing conclusions
   a. Textbook chapters on Source and Message Factors, Attitude Theories, Evaluating Sources, Presenting Problems, Audience-Centered Presentations
   b. Goal: Students determine which sources are useful in drawing conclusions about the problem.
      i. Activity: Students use sources to write a problem analysis paper that demonstrates the severity of the problem and creates an exigence for change.
   c. Goal: Students consider opposing viewpoints.
      i. Activity: Students create a survey to measure audience attitudes about the problem and use that information to develop a persuasive message that will appeal to the audience.
   d. Goal: Students recognize gaps in their understanding and gather additional high-quality evidence.
      i. Activity: Students improve and refine their research by accessing additional high-quality sources for their problem analysis paper.

5. Explanation: stating results, justifying procedures, presenting arguments
   a. Textbook chapters on Audience-Centered Presentations, Defending the Proposal
   b. Goal: Students advance a thesis to develop an argument for change and present a solution supported by credible evidence.
      i. Activity: Students write an advocacy essay and present a final speech with the goal of persuading their peers to engage in citizenship behaviors.

6. Self-Regulation: self-examination, self-correction
   a. Textbook chapters on Finding and Working with Sources, Persuasive Speaking, Listening and Critiquing Speeches
   b. Goal: Students examine their personal views about a problem to identify bias or self-interest.
      i. Activity: Students listen and respond to their peers' speeches with comments about what they learned and how the presentation challenged any preconceived ideas.
      ii. Activity: Students write an essay to reflect on what they learned and how it may be applicable to their future.
   c. Students revise their arguments by evaluating their own evidence, re-reading sources, and gathering new information from high-quality sources.

     i. Activity: Students continually revise their arguments from the annotated bibliography paper to the problem analysis paper, to the advocacy essay, and finally to the last presentation.

"Critical thinking is fundamental to, if not essential for, 'a rational and democratic society'" (Facione, 2020, p. 26)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and advanced writing and speaking activities. The course specifically integrates humanities ideas about rhetoric (e.g., Sophists, the Canon, doctrine of stasis, Aristotle, Plato, the Romans) with social scientific knowledge about persuasion. The scholarly exploration of the topic is achieved by integrating knowledge of rhetorical practices and strategies (e.g., ill, blame, cure, cost) with contemporary theories of attitude change to be able to analyze the effectiveness of contemporary political discourse (e.g., advertising, social and political advocacy). The in-depth exploration of the topic is achieved by engaging in sustained research and writing about a socially relevant topic in ways that also credential the course as an advanced writing course.

Lectures

Attitude, belief, and behavior formation theories such as classical conditioning, operant conditioning, and modeling are discussed. Other modules cover functional theory, cognitive dissonance theory, social judgment theory, reasoned action theory and the Elaboration Likelihood Model. Lectures use peer-reviewed and popular sources to discuss the development and application of each theory to current advertising and political discourse. Each lecture uses these theories to develop various citizenship behaviors, such as critically evaluating persuasive messages.

Readings

Textbook chapters include Attitudes and Beliefs, Message Factors, Social Judgment Theory, Consistency and Cognitive Dissonance Theory, A Reasoned Action Approach, and Elaboration Likelihood Model. Each chapter has study guide questions that are the basis for testing theoretical concepts in two examinations.

Advanced Writing Activities

The GE Implementation Summary Report states two goals for advanced writing courses:

Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.

Goal 2: Successful students will be able to transfer their knowledge of writing and research to new contexts.

Consistent with Goal 1 we expect that successful COMM 2367(H) students will investigate and integrate knowledge of a social problem, its context and audience with knowledge of rhetorical strategies that can advance their persuasive writing objectives. As students develop their arguments, they are also expected to use credible sources for evidence with valid reasoning and consider alternative viewpoints. Consistent with Goal 2 we expect that successful COMM 2367H students will develop creative and

professional essays and speeches that are meaningful to them and to their audience. We also expect that students will be able to adapt their rhetorical and research strategies they learned to new contexts, and they will be able to evaluate the ethical implications of their writing and argument practices. These skills demonstrate critical thinking and Bloom's higher order thinking skills.

Consistent with best writing practices, the course teaches advanced level writing skills through multiple drafts of sustained writing on a social topic, multiple peer review activities, and extended research on the topic. Students apply concepts presented in lecture to selected topics, learn to identify, analyze and incorporate additional library research from primary research or journalism, and synthesize analyses to build their argumentative case.

Writing assignments are a series of scaffolded papers that include an annotated bibliography paper, problem analysis paper, advocacy essay, and two oral presentations. Students also create and use survey data to analyze an audience of their peers. An audience analysis discussion provides an opportunity to apply textbook concepts, communicate arguments about social problems and their causes, and provide and accept feedback about their ideas.

As an advanced writing course, COMM 2367H provides an opportunity for students to focus their research on a specific topic for an entire semester. It is not uncommon for students to change or adjust their position based on their extended research, multiple drafts, and feedback from peers. For example, one student began the semester by advocating for an increase to minimum wage to provide workers a reasonable living wage. She had not considered counterarguments from the perspective of small businesses until this was mentioned in her peer reviews. Although her final position remained the same, she crafted a stronger argument because of the advanced writing process.

GOAL 2: Successful students will integrate approaches to the theme 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 future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

A primary goal for the course is that students acquire academic knowledge about persuasion and apply it to their analysis of a current social problem and to their persuasive essays and speeches about the best way to solve the current social problem.

Students regularly encounter real-world persuasive messages from interpersonal interactions to mass media influences. Lectures in Modules 1, 3-8 that cover chapters 1-9 (Introduction to Persuasion, Attitudes and Beliefs, Classical Rhetoric, Source Factors, Message Factors, and Attitude Theories) include personal and media examples to illustrate connections between real-life examples and academic concepts. Students continue this investigation by engaging in class discussions and small group online discussions to identify and analyze persuasive concepts and theories in advertisements, public service announcements, and health and communication campaigns.

In preparation for their two examinations over the lecture and textbook material, students conduct two analyses of advertising by applying two attitude change theories. These analyses develop students' ability to make connections between persuasive theories and advertising they encounter daily.

Students also continually make connections to the kind of persuasive writing they will engage in the future. As students develop arguments about a social problem and how to solve it, they become increasingly aware of the importance of audience with each writing assignment. This advanced approach to persuasive writing is directly connected to an advanced exploration of active and responsible citizenship behaviors. For example, students must consider how an audience of their peers can participate in social change as compared to other groups like their parents or professors.

COMM 2367H is similar to the courses reviewed by Colby and her colleagues in their study, *Educating for Democracy* (2007). Colby et al. studied 21 college level courses and programs (N=464) that prepared students for responsible democratic participation, and found that college courses that were related to students' engagement created opportunities for students to practice the activities involved in influencing communities through deliberation and advocacy (Colby et al., 2007). COMM 2367H is focused on many of the skills they described, such as *political influence*, "persuading others to support one's political position," *political analysis and judgment,:* "such as having the ability to write well about political topics and the ability to weigh the pros and cons of different political positions" and s*kills of communication and leadership*: "making a statement at a public meeting" (Colby et al., 2007).

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. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Material

In lecture and reading (Chaps. 11-12) we cover topics such as finding sources, learning the anatomy of a peer-reviewed article and analyzing persuasive discourse such as advertisements, which can help students to grow, not just in their knowledge base, but in their skills to learn how to learn.

Activities and Assignments

Students develop themselves as learners in COMM 2367H through their creative work, their self-assessments and their opportunities to engage in reflection.

First, students develop a sense of self as a learner through conducting their own research on their topic, and determining how best to use sources to build arguments for their case. They are encouraged to use their own experiences as examples to support their analysis. Students often share how they have been personally affected by addiction, suicide, eating disorders, unemployment and so on. There is continual learning about citizenship as they practice the skills that constitute citizenship, such as developing empathy as they listen to others, creating an argumentative case to prove there is a significant problem, showing how their proposal is the most just option, and reasoning with the audience's values to inspire action.

Students also engage in self-assessment when they work in small groups to develop a survey about their social problem, and when they respond to the surveys of other groups. This work requires self-awareness and thoughtful consideration of each other's own attitudes, beliefs, and behaviors. After students review responses to their surveys, they participate in a discussion that involves a self-assessment of their survey items and a critical analysis of their audience.

Finally, students also engage in reflection about their writing. A specific exercise is reflective writing, part of the advanced writing component of the course completed at the end of the course that demonstrated critical thinking and higher order thinking skills. Students reflect on what they have

learned through the class readings and assignments and consider how their experience might be personally, academically, and professionally applicable.

Specific Expectations of Courses in Citizenship

GOAL 1: 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 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

At the beginning of the course, students read an excerpt from "What is Citizenship?" (Lister, 2003, Ch. 1) to learn importance of defining the concept, for as Mouffe (1992) observes, "The way we define citizenship is intimately linked to the kind of society and political community we want." For some scholars citizenship is a status conferred on full members of a community, while for others citizenship is a set of rights that an individual has in society and/or the obligations individuals have toward each another in that society. Lister argues that prioritizing the rights of individual citizens and the interests of the wider society should be synthesized. This view is consistent with democratic theorists who have argued for the importance of deliberation, debate and advocacy in sustaining democratic life (e.g., Bohman & Rehg, 1997; Fishkin & Laslett, 2003; Gutmann & Thompson, 1996).

Discussions about citizenship in a democracy occur throughout COMM 2367H. We want our students to be able to develop arguments that support what they believe, and to integrate their views with others. We define citizenship as finding a balance between rights and obligations, but let students use their research to figure out what balance looks like with their specific topic.

We discuss citizenship as students develop their argumentative cases, such as in 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 system or normative systems of beliefs or values is causing the problem for these citizens?
4. What value conflicts between groups or parties perpetuate the problem for this group of citizens?
5. Creating Believable Messages with Argument & Narrative: What are the best arguments to employ, given one's audience, to prove that a problem warrants our attention or that our proposal is the best remedy?
6. To what extent are global citizens morally affected by the topic?
7. Persuasive Style: What kind of language will make our ideas impressive for those who will enact our proposal?
8. Advocacy: How do views about citizens affect the way we weigh possible solutions?
9. What objections might citizens have about the proposal?
10. Facilitating action: How do we motivate specific citizens to act on our proposal?

We have plenty of examples of students who have learned how to move citizen-students to change their positions or motivate them to act. This year, for instance, an honors student from Fisher Business

argued that global poverty takes an enormous toll. At the beginning of his advocacy speech, the student distributed a fake $100 bill to each of us, and half-way through asked us to write our name on the bill. Then came his proposal and final case: that each of us as global citizens could likely part with $100 and that we should invest in a mutual fund like Give Well or The Life You Can Save that specifically invests in companies that address global poverty. He saved us time by finding mutual funds for us, emphasized how our investment would help, and that we as global citizens have the opportunity to act now. All of us, including half the class who were business majors were quite affected by the speech.

We routinely witness rhetorical successes in this course. A few months ago a pre-med student reported that persuasive strategies from the course helped secure a grant to develop a music program for those having memory issues. Last week a student wrote that using persuasive strategies learned in class resulted in his gaining a leadership position on a University Student Council.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Assignments and Discussions

Some of the fundamental knowledge, skills and dispositions required for intercultural competence are taken up in COMM 2367H. With our focus on audience analysis with a student survey, we believe that developing rhetorical and intercultural competence includes what Rod Hart, Presidential rhetorical scholar, calls "rhetorical sensitivity." Teaching our students the ability to understand and empathize with their audience helps them understand the importance of selecting the appropriate approach, reasoned arguments, 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 many examples, including media examples like ads and politician interviews, and cultural code examples such as Gerry Philipsen's analysis of Chicago working class men's code of honor, or Kathleen Hall Jamieson's analysis of women's double-binds in leadership. We also discuss how mediated persuasive messages create a secondary discourse of representations that may depict unintended negative portrayals of the people depicted in the mediated message.

However, there is also the need to craft arguments and persuasion that appeal to global citizens. Hence the course also presents global values for use in digital marketing, and explores stock issues as a concept that spans nationalities (e.g., ill, blame, cure, cost). We also discuss the role of basic emotional appeals to create cross-cultural connections, and general strategies for identifying with one's audience.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Lectures and Readings

In Chapter 5, message Factors presents narrative as a vivid and concrete way to present evidence that documents diversity and equity. In Chapter 13, audience-centered presentations emphasize the importance of audience analysis to tailoring a message to audience wants, needs, and interests. The chapter discusses code switching in politics, the use of consumer data in advertising, cautionary tales

about stereotyping an audience, and ethical considerations when trying to connect with an audience. Fundamentals of audience analysis provide an introduction to survey design as students consider implications for diversity, equity, and inclusion.

In Chapter 14, Persuasive Speaking in Theory and Practice classifies audiences into three categories: supportive, opposed, and uncommitted based on the lived experiences of its members. The chapter introduces Maslow's Hierarchy of Needs as an approach that considers audience needs. A review of Aristotle's persuasive appeals includes a specific example of the value of community service to a country. The power of narrative is discussed again, this time with an emphasis on mythos and connection to cultural identity. Digital citizenship and ethics are addressed throughout the chapter with examples from professional athletics to political rallies to online entrepreneurship.

In Chapter 15, Practicing and Delivering Public Speeches includes a section on the question-and-answer period, an important part of both student and professional presentations. Because it directly involves the audience, the question-and-answer period provides a unique opportunity for audience members to share their lived experiences. This chapter helps students responsibly prepare for unscripted responses by always considering how the message may be perceived by the audience. The chapter closes with an emphasis on reflection following all presentations as a way to improve delivery and make stronger connections with the audience.

Activities and Assignments

Students learn about diversity and equity throughout the course as students analyze a social problem and advocate for a solution. Analyzing a social problem forms a first section of the course in which students learn how to document harms to affected audiences, both quantitatively and qualitatively. Addressing social justice issues is inherent in this semester-long process, as the topics and problems involve groups who have been harmed in some way.

Students complete an Annotated Bibliography Paper and Problem Analysis Paper. As students begin researching a specific social problem, they encounter issues of diversity, equity, and inclusion.

Students also complete the Audience Survey assignment. Students develop survey items to measure audience attitudes about their social problem and possible solution. They summarize, analyze, and apply information from the audience survey along with readings and lectures to develop persuasive arguments that will appeal to an audience of their peers.

Students then complete the Advocacy essay based on their own continued research of the social problem and the results of the audience survey. Students find ways to incorporate narrative in persuasion to document diversity and equity and they use strategies for creating identification with their audience.

Students present their problem analyses and proposals to an audience of their peers. Students have an opportunity to practice the citizenship behaviors they have learned through lectures and readings, thus equipping them to be active and responsible citizens beyond the classroom.

2.2 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. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students learn about concepts of justice, difference, structures of power and advocacy throughout the course. Students learn how to frame arguments about social problems, such as documenting harms to affected audiences, quantitatively and qualitatively. Analyzing problems includes analyzing inherency, the systemic causes of the problem located in power structures, attitudes or systemic processes. Students also earn the basics of argumentation and persuasive appeals for advocating social change. Throughout the role of justice and audience values are analyzed and used to learn how to create convincing advocacy.

Activities and Assignments

Students research the magnitude, urgency, and relevance of their problem to develop an exigency for change. They write the Annotated Bibliography Paper, the Problem Analysis Paper, the Audience Survey, and the Audience Analysis Discussion. They are invited to use peer-reviewed journals, credible news sources, government organizations, research foundations, and nonprofit organizations in their research. This requirement ensures that students understand the problem from a variety of perspectives, including social scientists, journalists, activists, people directly impacted by the problem, and the general public.

Finally, students write their advocacy essay. They revise key aspects of the Problem Analysis Paper and add additional sections about their proposed solution. Based on results from the Audience Survey, students identify and overcome any barriers that would prevent their peers from enacting the solution. This process necessarily considers the intersection of justice, difference, and citizenship.

In the last weeks students deliver a final presentation based on their advocacy essay and suggested revisions. Students actively participate by listening, critiquing others' speeches, and asking questions.

In the last few weeks of the course, students will listen to many presentations about a variety of social problems. Being informed about and able to analyze local, national, and world issues are important citizenship behaviors. Students are offered real-world opportunities to advocate and participate in social change.

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

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.
Goal 2. Students are competent in practicing communication.
Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
Strategic Comm			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
New Media & Comm Tech			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
Comm Analysis & Practice			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Focus Area Electives			
Strategic Comm (9 cr. Req.)			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3414	Intermediate	Intermediate	Intermediate
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Focus Area Electives			
New Media & Comm Tech			
2511 (or outside Credit in Visual Design)	Intermediate	Intermediate	Basic
Other specialization (6 cr. Req.)			
3513	Intermediate	Intermediate	
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate
Comm Analysis & Practice			
N/A as CAP has elective clusters (see below)			
Special Topic Electives			
Strat Comm (3 cr. req.)			
2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
New Media & Comm Tech			
(9 cr. from one track)			
Track 1:			
4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation

Special Topic Electives

New Media & Comm Tech

(9 cr. from one track)

Track 2:

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3414	Intermediate	Intermediate	Intermediate
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
3800	Intermediate	Advanced	Advanced
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced