



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) COMM 4	(2) PERSUASION	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Total Course Hours		
Total Lec hours: 54.00	Degree applicable:	X
Total Lab hours: 0	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.	Competence in oral communication	
(5) Grading Basis: Grading Scale Only	General education category:	
Pass/No Pass option X	Area C Humanities	
Pass/No Pass only	Major: COMMUNICATION	
(6) Advisories:	Certificate of:	
ENGL 1A - READING AND COMPOSITION	Certificate in:	
(7) Pre-requisites(requires C grade or better):	(10)CSU Baccalaureate:	X
Corequisites:	(11)Repeatable: (A course may be repeated three times)	0

(12) Catalog Description:
 An introduction to the study and practice of persuasive discourse, this course was designed to create an understanding of the constant persuasive messages that permeate modern life. This course covers both theory of persuasion and the application of persuasive techniques in personal and professional communication. Opportunities are provided for students to present and analyze persuasive materials orally and in writing as a way of developing communication and critical abilities.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Construct, present and evaluate persuasive messages.
- II. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience
- III. Utilize research materials that incorporate sufficient, credible, and relevant evidence.
- IV. Choose appropriate organizational patterns.
- V. Analyze the effectiveness of communication through constructive critique.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Explain the differences between attitude, opinion, belief and behavior.
- II. Explain the ethical considerations of any persuasive attempt.
- III. Define different theories with respect to persuasion (e.g. Cognitive Dissonance, Social Judgment Theory, etc.)
- IV. Apply the appropriate theory to a particular audience analysis.
- V. Explain the role of persuasion with interpersonal, group and mass media settings.
- VI. Discuss the various methods of determining credibility in a persuasive message or messenger.
- VII. Explain the role of both verbal and nonverbal aspects of the communicative device and persuasion.
- VIII. Deliver well organized, well researched speeches based on an audience analysis and report the efficacy of the theory used in these speeches with respect to any perceived attitude change of the target audience.
- IX. Develop skill in extemporaneous speaking, students will present a minimum of three speeches in front of an audience.

IV. COURSE OUTLINE:

Lecture Content:

1. The role of persuasion in society.
 - a. Defining persuasion
 - b. Persuasion and culture
 - c. Objectives for persuaders
2. Ethics of persuasion
 - a. Visual images
 - b. Political
 - c. Advertising
 - d. Advocacy
 - e. National Communication Association Credo for Ethical Communication
 - f. Propaganda
3. The development of beliefs, attitudes and behaviors.
 - a. Functions of attitudes
 - b. Measurements of attitudes
 - c. Attitude-Behavior link
4. Audience analysis and its role in persuasion
 - a. Audience analysis & demographics
 - b. Polling
 - c. Audience Segmentation
5. The role of source credibility in persuasion
 - a. Defining credibility
 - b. Image of the source
 - c. Institutional sources
 - d. Image repair
6. Verbal and nonverbal aspects of persuasion
 - a. Strategic use of language
 - b. Electronic eloquence
 - c. Persuasive symbols
 - d. Nonverbal channels
 - e. Gender differences in nonverbal communication and persuasion
7. Dominate theories in persuasion
 - a. Early Rhetorical Theory
 - b. Social Judgment Theory
 - c. Cognitive Dissonance Theory
 - d. Self-Perception Theory
 - e. Reasoned Action and Theory of Planned Behavior
 - f. Symbolic Convergence Theory
 - g. Problematic Integration Theory
8. How to create and structure a persuasive message or speech.
 - a. Invention – topic selection
 - b. Arrangement - Outlining
 - c. Research
 - d. Delivery
 - e. Organizational patterns
 - f. Use of multi media
9. The role of persuasion in interpersonal, group, mass media or organizational settings
 - a. Compliance gaining
 - b. Personal selling and/or interviewing
 - c. Conflict resolution

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

or

1. Recommended - Frymier, A.B. and Nadler, M.K. *Persuasion: Integrating Theory, Research, and Practice*, Kendall/Hunt Publishing Company., Dubuque, Iowa, 2007,

or

2. Recommended - Larson, C.U. *Persuasion: Reception and Responsibility*, ed. 11th Thomas Wadsworth, 2007,

3. Recommended - Borchers, T.A. *Persuasion in the media age*, ed. 2nd McGraw Hill, Boston, 2005,

II. Other Readings

___ Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)		d) written homework
X	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

Research papers that utilize a particular persuasive theory, essays based on speech results or audience analysis.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

Audience analysis

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

Speeches: informative and persuasive

D. Objective examinations including:			
X	a) multiple choice		d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50 % presentations 20 % written work 30 % exams

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

College-Level Criteria Met	
YES	NO
<u>X</u>	<u> </u>
<u>X</u>	<u> </u>
<u>X</u>	<u> </u>
<u>X</u>	<u> </u>

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher) _____
 Text is used in a college-level course X
 Used grading provided by publisher _____
 Other: (please explain; relate to Skills Levels) _____

Computation Level (Eligible for MATH 101 level or higher where applicable) _____ X
 Content
 Breadth of ideas covered clearly meets college-level learning objectives of this course _____ X
 Presentation of content and/or exercises/projects:
 Requires a variety of problem-solving strategies including inductive and deductive reasoning. _____ X
 Requires independent thought and study _____ X
 Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. _____ X

List of Reading/Educational Materials

Recommended - Frymier, A.B. and Nadler, M.K. *Persuasion: Integrating Theory, Research, and Practice*, Kendall/Hunt Publishing Company., Dubuque, Iowa, 2007,
 Recommended - Larson, C.U. *Persuasion: Reception and Responsibility*, ed. 11th Thomas Wadsworth, 2007,
 Recommended - Borchers, T.A. *Persuasion in the media age*, ed. 2nd McGraw Hill, Boston, 2005,

Comments:

_____ This course requires special or additional library materials (list attached).
 _____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

_____ Eligibility for Math 101 is advisory for the target course.
 _____ Eligibility for English 126 is advisory for the target course.
 _____ Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites