

**University of South Florida**  
**SPC 3544: Persuasion and Media**  
**Section: 001**  
**Semester: Spring 2019**  
Department of Communication  
College of Arts and Sciences  
Room #: **CPR 347**

**COURSE INFORMATION**

**INSTRUCTOR:** *Jaime Robb*

**COURSE NUMBER(s) & SECTION(s):** *SPC3544-001*

**MEETING TIME:** *TR 11:00 AM-12:15 AM*

**OFFICE HOURS:** *F 2:00 PM – 4:00 PM or by appointment*

**OFFICE LOCATION:** *3018*

**E-MAIL:** *Jrobb1@mail.usf.edu*

**REQUIRED TEXTS:**

Textbook (Sold at the USF bookstore): **Persuasion in Society 3rd Edition:** Herbert W Simons and Jean Jones

**COURSE DESCRIPTION**

*"You persuade a man only insofar as you can talk his language by speech, gesture, tonality, order, image, attitude, idea, identifying your ways with his."-Kenneth Burke*

What might critic Kenneth Burke's observation mean for Persuasion? This course will examine the role of persuasion in constructing public and social life. We will explore key concepts and theories relating to persuasion from a variety of historical and contemporary perspectives. We will use these concepts to create, analyse, and respond to persuasive messages as they appear in our lives. As a rhetorical scholar, you will be called up to reflexively assess and analyse your personal interaction with the art of persuasion in various contexts. The course challenges you with an opportunity to practice these skills by producing a final persuasive project in which you develop and present your own persuasive argument that advocates for an issue of global importance. Class periods are spent discussing texts and participating in research activities.

**Course Objectives**

This course is intended to:

- 1) Introduce students to various approaches to the art of persuasion.
- 2) Increase awareness of the role of persuasion in communication.
- 3) Encourage students to engage critically with contemporary Rhetorical issues.
- 4) Allow students an opportunity to develop and present their own rhetorical analysis.
- 5) Analyze your own role as an agent of Persuasion and the impact your choices have in a larger social environment.

**Learning Outcomes**

By the end of this course students will be able to:

- 1) Recognize the role of persuasion when communicating to prevent or resolve conflicts.
- 2) Profess values, beliefs, and attitudes while expressing concern for others.
- 3) Articulate multiple definitions of persuasion and describe major theories relating to its practice.
- 4) Identify logical fallacies in arguments; students will recognize and construct effective arguments utilizing the principles of ethos, pathos and logos.
- 5) Analyze texts and events through a persuasive lens.

## OVERVIEW OF COURSE ASSIGNMENTS

### Grading Breakdown

<b>Participation</b>	<b>10%</b>	<b>100</b>
<b>Pop Quizzes:</b>	<b>10%</b>	<b>100</b>
<b>Exams:</b>	<b>45%</b>	<b>450</b>
<i>Exam #1</i>	<i>15%</i>	<i>150</i>
<i>Exam #2</i>	<i>15%</i>	<i>150</i>
<i>Exam # 3</i>	<i>15%</i>	<i>150</i>
 <b>Final Assessments</b>	 <b>35%</b>	 <b>350</b>
<i>Final Paper</i>	<i>15%</i>	<i>150</i>
<i>Persuasive Project</i>	<i>20%</i>	<i>200</i>
 <b>Total</b>	 <b>100%</b>	 <b>1000</b>

### USF Grading Scale (Translated into Points)

<b>900-1000</b>	<b>A range</b>
940-100	A
900-939	A-
<b>800-899</b>	<b>B range</b>
870-899	B+
840-869	B
800-839	B-
<b>700-799</b>	<b>C range</b>
770-799	C+
740-769	C
700-739	C-
<b>600-699</b>	<b>D range</b>
670-699	D+
640-669	D
600-639	D-
Below 600	F

\* Please be advised: SPC3544 instructors adhere to the USF grading scale and do not round up.

## ASSIGNMENT DESCRIPTIONS

### Participation (10%)

This course requires a considerable amount of reading each week from the assigned textbook, **Persuasion in Society**. Classrooms are learning communities. Everyone's contributions matter, and

every participant changes and enriches the material for everyone. It is essential to come to class prepared to contribute in some way.

#### ***Pop Quiz (10%)***

There will be Four Pop-Quizzes over the course of the semester. Quizzes will be based on previous chapters discussed, readings for the upcoming class or ideas from previous discussions about media clips analysed as a class.

#### ***Exams (45%)***

There will be three exams in this course. Exams may include multiple choice questions, true/false, or short answer response. Two of the three exams will be accessible via Canvas and the third exam will be administered in Class. There will be no make-up for any exams.

#### ***Final Paper (15%)***

3-5 Page Health Campaign Paper : You will write a three to five-page analysis of a Health-related message of your choice using at least three, credible sources to support your arguments. You have absolute freedom on your topic. The paper should seek to analyze how Health based messages utilizes various persuasive strategies to promote various benefits. For example, suppose you are interested in Flu vaccination ads. The paper you write would select literature from the persuasion scholarship that helps you better understand arguments relating to how the Flu is being articulated as an event involving moral choices. More detailed information will be provided throughout the term. **Due: April 16th**

#### ***Final Project (20%)***

This is a major course project, and is standardized across all units of SPC 3544. Working in small groups, students will choose a current social issue for which to advocate for change. Each group will produce a written argument, present the argument in a speech, create a visual argument, and advocate for change on campus. Papers will be assessed based on development and application of persuasive techniques from the course as well as quality of writing. Presentations will be assessed based on quality of delivery. In this project, students will:

- Research and analyse a contemporary, global controversy of importance to group members. This will require students to be mindful of their own attitudes, values, beliefs, and behaviours, and of the ways which they inform students' perspectives;
- Develop a possible solution to the controversy which accounts for various cultural perspectives;
- Present a persuasive argument for the solution chosen by the group; and
- Advocate for the group's solution in the larger campus community. More detailed information will be provided separately.

**Due: April 19<sup>th</sup> at 11:59 PM**

#### **COURSE POLICIES**

**Attendance Policy:** Attendance is required and will be taken at the beginning of all class periods. If you're late, you will be counted absent unless you talk with me during break or after class. All absences must be documented. Absences will be excused in accordance with the USF policy: <http://regulationspolicies.usf.edu>

**Late Arrivals:** If you arrive late to class on presentation days, please wait outside the classroom until the student giving his/her speech has completed.

**Cell Phones:** Please be sure all cell phones are turned off during class time. Cell phone use during class constitutes an absence.

**Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by second week of class.

**Waiting Policy:** If I am late for class, please wait for fifteen minutes.

**Grades:** Each student is responsible for keeping track of his/her own grades using grade monitoring form. **No grades will be discussed over e-mail.** Any questions with regard to grades must be discussed in person during office hours, or during a scheduled appointment. A student must wait 24 hours to discuss a grade and the discussion must occur within one week of receiving the grade.

**Late Work:** Late work is NOT accepted and I do NOT accept assignments via e-mail. Unless you receive prior consent, I will not accept any emailed assignments, nor any papers slipped under my door or left on my desk. If you must hand in an assignment during a time other than class time, please place it in my mailbox, located in CIS 3058.

**Written Work:** All written work must be typed, double-spaced, 12 point Times New Roman font, and should be stapled. All work should follow the style guidelines of the American Psychological Association (APA) or the Modern Language Association (MLA).

**E-mail Policy:** E-mail is the best way to reach me. If you send an e-mail, please allow 48 hours for a response. If you e-mail me on the weekend, it may take longer.

**Laptops and Cell Phones:** Please be sure all cell phones are turned off during class time.

**Extra Credit:** *No extra credit will be offered.*

**Reasonable Accommodations:** In the spirit of the Americans with Disabilities Act (ADA), I wish to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course. We can create an agreement to document accommodations for this class. Students with special needs should register with the Office of Academic Support and Accommodations for Students with Disabilities (SVC 1133; 974-4309; TTY 974-5651) for assistance. I will make all reasonable accommodations.

**Unauthorized Recordings:** No recordings permitted without my express written permission.

**Academic Integrity:** Each of us has a legal and ethical responsibility to refrain from academic misconduct. Academic dishonesty will not be tolerated. Any instances will be handled as severely as university policy will permit. Familiarize yourself with the USF Undergraduate Catalog's definitions and policies regarding academic integrity at <http://www.ugs.usf.edu/catalogs/1617/pdf/AcademicIntegrityOfStudents.pdf>

**Emergency Alternative Course Delivery:** "In the event of a severe weather or public health emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through alternative electronic, digital, or mobile methods. Students are responsible for monitoring their course CANVAS sites for course-specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information." Please check CANVAS if class is canceled for any reasons to proceed with alternate assignments.

## SEXUAL VIOLENCE

Please be aware that TAs and instructors at USF are required by law to report incidents of particular crimes including sexual assault, sexual harassment, stalking, hate crimes, dating violence, and domestic violence. The full list and definitions of these kinds of crime can be found on this USF Police Website page: <http://www.usf.edu/administrative-services/university-police/documents/clery-crime-definitions.pdf> What does this mean? It means that if you disclose such experiences to me during class, in papers, or verbally (to me personally), I am required by law to report it.

The following are confidential resources on the USF Tampa campus:

- USF's Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about such situations and receive assistance in confidence: (813) 974-5757 <http://www.sa.usf.edu/ADVOCACY>
- Counseling Center: (813) 974-2831 <http://www.usf.edu/student-affairs/counseling-center/>
- Student Health Services: (813) 974-2331 <http://www.usf.edu/student-affairs/student-health-services/>

### CREDIT AND SEVERANCE OPTIONS

**Drop/Withdrawal:** Please check the university calendar for drop and withdrawal dates.

**Incompletes:** You will be expected to complete the required work for this course on time within the term assigned. If you must miss part of the course for a significant reason (ordinarily extended illness or family emergency) you may receive the grade of "I" if substantial part of the course work is completed. **NOTE: Poor management or judgment on your part does not qualify as a significant reason. You must be performing well in the course prior to the difficulty that may qualify you for an "I."** If you find the course too difficult or you have neglected your work, consider withdrawal from the course by the appropriate dates.

\*\*\*This syllabus is tentative and is subject to change with reasonable notice to students.\*\*\*

### Tentative Semester Schedule: University of South Florida

Tuesday/Thursday

Course: SPC3544:001

#### Week 1

**T January 8th<sup>st</sup>**

*Reading: Syllabus*

*In Class: Introductions. Syllabus Overview.*

**TR January 10th<sup>rd</sup>**

*Reading: Ch. 1: The Study of Persuasion*

*In Class: Chapter 1: Defining Persuasion*

*Homework: Read Chapter #2*

#### Week 2

**T January 15th**

*Reading: Ch.2: The Psychology of Persuasion*

*In Class: Basic Principles*

*Homework: Read Chapter 3*

**TR January 17th**

*Reading: Ch.3: Persuasion Broadly Considered*

*In Class: Two levels of Communication*

*Homework: Read Chapter 4*

#### Week 3

**T January 22nd**

*Read: Ch.4: Coactive Persuasion*

*In Class: Being Situation Sensitive*

**TR January 24th**

*Read: Ch.5 Resources of Communication*

*In Class: Resources of Language.*

**Week 4****T January 29th**

Read: The American Dental Dream. *Health Communication- Nathan Hodges (On Canvas)*

*In Class:* Short video. Persuasion and Health. Discuss Final Project

*Homework:* Study for first exam

**TR January 31st**

*Reading:* Ch.6: Framing and Reframing

*In Class:* Metaphors as Frames

*Homework:* Exam #1 assigned. Due on Tuesday, Feb 5th.

**Week 5****T February 5th**

*Reading:* The Rhetorical Situation

*In Class-* The Rhetorical Situation-Lloyd Bitzer (On Canvas)

**TR February 7th**

*Reading:* Ch.7: Cognitive Shorthands.

*In Class:* Cialdini's Principles

**Week 6****T February 12th**

*Reading:* Ch.8: Reasoning and Evidence

*In Class:* Propositions of Facts, Values, Policy

**TR February 14th**

Read: Ch. 9: Going Public

*In Class:* Organizing Messages.

*Homework:* Read Ch.10

**Week 8****T February 19th**

Read: Ch.10 Planning Campaigns

*In Class:* *Types of Campaigns*

*Homework:* Study for Exam # 2

**TR February 21st**

*In Class:* In Class Exam (Exam #2)

**Week 9****T February 26th**

Read: Plato's Cave (on Canvas)

*In Class:* In class assignment.

**TR February 28th**

Read: Ch.11 Staging Political Campaigns

*In Class:* Machiavellianism

**Week 10****T March 5th**

Read: Ch.12: Analyzing Product Advertising

*In Class:* Telling Lies

**TR March 7th**

*Read:* Ch.12 cont.: Analyzing Product Advertising

*In Class:* Misdirection in the Language of Advertising.

**Week 11**

**T March 11th (Spring Break 2019)**

**TR March 14<sup>th</sup> (Spring Break 2019)**

**Week 12**

**T March 19th**

*Read:* Ch. 13: Talking Through Differences

*In Class:* Persuasion in Social Conflicts

*Homework:* Study for Exam#3

**TR March 21st**

*Read:* Coping with Failure- Payne (*on Canvas*)

*In Class:* Discussion around the Rhetoric of Failure

*Homework:* Exam#3 on Canvas, due Tuesday before class.

**Week 13**

**T March 26th**

*Read:* Health and Persuasion (Article on Canvas.)

*In Class:* Understanding Persuasion in Health Contexts.

**TR March 29th**

*Read:* Ch.14 Leading Social Movements

*Homework:* Start constructing Final Papers

**Week 14**

**T April 2nd**

*Read:* Rhetoric as Persuasion

*In Class:* *The history of Rhetoric*

**TR April 4th**

*In Class:* Documentary. Discussion.

**Week 15**

**T April 9th**

*In Class:* Workshop # 2: Preparing to Present a Persuasive Message

**TR April 11th**

*Read:* Ch.15: More about Ethics

**Week 16**

**T April 16th**

*In Class:* Final Papers Due in Class

**TR April 19th**

*In Class:* Final Group Presentations!

**Week 17****T April 23rd***In Class: Final Group Presentations***TR April 25th***USF Reading Day!*