

COM 3243 – Persuasion
Course Materials Handbook
(Summer 2008)

Prepared by

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for

The University of Texas at San Antonio

Department of Communication

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SYLLABUS

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COURSE OBJECTIVES

This course facilitates understanding of the theory and practice of persuasion as a means for influencing attitudes, beliefs, opinions, and actions. Emphasis is placed on the critical evaluation of persuasive messages and the design of persuasive campaigns. An equally important function of this class is to foster students' insight into the techniques of persuasion so that students are able to apply course-related concepts to the development of rhetorical appeals.

Lectures, discussion, classroom exercises, written assignments, oral presentations, and in-class and out-of-class observations will be used to aid the development of knowledge and skills relating to the study of persuasion.

The aim is to merge theory and practice throughout the classroom experience. To this end, we will maintain a stimulating, interactive, open, and friendly classroom environment that fosters self and other insight, critical thinking, intellectual growth and communicative competence. The following objectives are core to the course:

- To develop critical thinking and analytical skills related to message production
- To develop a good understanding of the fundamental principles of persuasion
- To develop persuasive presentation skills

TEXT

Borchers, T. A. (2005). *Persuasion in the media age* (2nd ed.). Boston: McGraw Hill.

POLICIES

Cheating, plagiarism and collusion will not be tolerated. All work submitted must be the original work of the student, for this course only (no submitting the same assignment in more than one class). The penalty for plagiarism, cheating or collusion may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction. Please see the University's Student Code of Conduct for information regarding these policies.

Course requirements must be fulfilled in order to successfully pass the course. Late assignments will not be accepted. Incompletes will be given only in very limited cases and only when they meet the Policy for Incompletes on file in the Department of Communication office, as well as the University requirements for Incompletes as specified in the Information Guide and the Handbook of Operating Procedures. Please see your Course Materials Handbook for further information on assignments, grading criteria and course schedule. All other University policies will be followed.

ATTENDANCE AND PARTICIPATION

In order for this course to be a successful learning experience for you, active and committed participation on your part is crucial; therefore, as specified in the Information Guide, **students are expected to attend class**. All assignments are due according to the Schedule of Assignments in the Course Materials Handbook. Students are expected to take examinations and turn in assignments at the scheduled time. Students who may miss an examination or assignment deadline due to an authorized University activity should make arrangements to complete the assignment in advance, which includes approval from the student's Dean. **Late assignments or examinations will not be accepted**. Please also see the Handbook of Operating Procedures for policies regarding attendance.

The Americans With Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please see a coordinator at Disability Services (MS 2.03.18) so that such accommodations may be arranged. You can contact that office at (210) 458-4157. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

ASSIGNMENTS

Examinations: Students will be assessed on knowledge of course material through examination. Three exams will cover approximately one third of the course each and will consist of a variety of types of questions: multiple choice, true-false, and identification (100 points each).

Debate: Students will be assigned a current policy issue to investigate and debate with a classmate, orally in class. Students will be required to prepare materials both for and against the policy issue, and will be randomly assigned both a position and a debate partner on the day of their debate (100 points).

Persuasive Presentation: Students will prepare and present a 3 minute persuasive speech, using technological tools such as computer software, video or photographic slides (100 points).

Quizzes: Students will be quizzed four times during the semester. Quizzes will not be announced in advance and will comprise material from the reading and/or from class lectures (25 points each).

A full description of each of these assignments can be found in the Course Materials Handbook, which is located in WebCT, or through the Student Section at <http://www.hpleblanc.com/>.

DIVISION OF ASSIGNMENTS

EXAMINATIONS (100 pts each):

Unit I Test
Unit II Test
Unit III Test

GRADING SCALE:

90.0 - 100: A
80.0 - 89.9: B
70.0 - 79.9: C
60.0 - 69.9: D
BELOW 60.0: F

DEBATE ASSIGNMENT (100 pts)

PERSUASIVE PRESENTATION ASSIGNMENT (100 pts)

QUIZZES (25 pts each)

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using a 600 point scale. For example, if the total number of points that can be achieved on the Debate is 100, then the assignment is worth 16.7% of the final grade. However, a raw score of 85 on the Debate will yield only 14.2% rather than the 16.7% of the final grade possible for that assignment. Likewise, a raw score of 78 on the Unit I Test is 13% of the final grade. Extra credit will not be assigned for any student due to poor performance or missed assignment. **Grades are not rounded.** You may use the [Grade Monitoring Form](#) located in the [Course Materials Handbook](#) to calculate your grade average in the course at any time. Furthermore, you may obtain your current grade for assignments in WebCT for this course.

GRADING RATIONALE

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives, and methods, and unorganized effort.
- F** Failure to complete assignment during the scheduled time through lack of evident effort.

All students will be expected to follow the instructions as they are presented, meet the grading criteria, and turn in each assignment by the due date in order to earn a "B." All course requirements and deadlines are explicitly written in the [Course Materials Handbook](#). As per University, College and Departmental regulations, neither the instructor nor the office staff will report grades by telephone, fax, or email.

LIST OF IMPORTANT DATES

- June 2: Classes begin.
- June 3: Final date for adding the course.
- June 5: Final date for dropping the course without receiving a grade of “W”.
- June 9: Unit I Test.
- June 16: Outline for Assignment # 1 due at 10:00pm.
- June 17: Assignment # 1 due at beginning of class.
- June 23: Final date for dropping the class.
- June 23: Unit II Test.
- July 1: Visual aids and outline for Assignment # 2 due at 8:00pm.
- July 2: Assignment # 2 due at beginning of class.
- July 3: Last Day of Class. Student presentations continued.
- July 8: Unit III Test. (7:30 am).
- July 11: Final grades due by 2:00pm.

Dates for class assignments and exams will not be altered. We will meet during the Final Examination period for this section. Unless otherwise indicated in class, assignments are due as assigned.

Please contact the instructor via WebCT email if you wish to receive a hardcopy of this syllabus.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction and Outline of the Course. Chapter 1 - Persuasion in contemporary society. Chapter 2 - Theories of persuasion. Chapter 3 - Persuasion and ethics in the media age. Chapter 4 - Media influences on persuasion. Chapter 5 - Understanding the audience.

Week Two: Test One. Chapter 6 - Persuasion and visual images. Chapter 7 - Persuasion and language. Chapter 8 - Persuasion and culture. Current issues and policy debate. Chapter 9 - The persuasiveness of the source.

Week Three: Assignment 1 - Policy Debate. Chapter 10 - The reasoning process.

Week Four: Test Two. Chapter 11 - Motivational appeals. Chapter 12 - Persuasive campaigns and movements. Chapter 13 - Advertising. Chapter 14 - Interpersonal persuasion.

Week Five: Chapter 15- Creating persuasive presentations. Assignment 2 - Persuasive Speech.

Final Exam Week: Test Three.

GRADE MONITORING FORM

Name: _____

Banner ID: _____

GRADING SCALE:

90.0 - 100: A
80.0 - 89.9: B
70.0 - 79.9: C
60.0 - 69.9: D
BELOW 60.0: F

QUIZZES:

Quiz 1: Total:____ Possible: 25

Quiz 2: Total:____ Possible: 25

Quiz 3: Total:____ Possible: 25

Quiz 4: Total:____ Possible: 25

Quizzes Total: _____

EXAMINATIONS:

Exam 1: Total:____ Possible: 100

Exam 2: Total:____ Possible: 100

Exam 3: Total:____ Possible: 100

Tests Total: _____

ASSIGNMENTS:

Assignment 1: Total:____ Possible: 100

Assignment 2: Total:____ Possible: 100

Assignments Total: _____

FINAL GRADE:

Total:____ Possible: 600

Percent:____

Grade:_____

TEST ONE REVIEW

Syllabus & Course Materials Handbook

Chapter 1:

- Mediation
 - Forms of mediation
- Hypermedia
- Culture
 - Postindustrial culture
 - Postmodern condition
 - Invisible technologies
- Persuasion
- Identification
- Argumentation
- Repetition
- Commoditization
- Information overload

Chapter 2:

- Theory
- Hypothesis
- Deliberative speeches
- Forensic speeches
- Epideictic speeches
- Ethos
- Pathos
- Logos
- Inductive reasoning
- Deductive reasoning
- Style
- Metaphor
- Stasis
- Five Canons of Rhetoric
- Sign: iconic, indexical, symbolic
- Semiotics
- Concept
- Denotation
- Connotation
- Codes
- Cognitive dissonance
- Central-route processing
- Peripheral-route processing
- Motivation
- Fantasy themes
- Fantasy types
- Rhetorical vision

- Opinion leaders
- Inoculation
- Agenda setting

Chapter 3:

- Coercion
- Deception
- Code of ethics
- Constatives
- Regulatives
- Avowals
- Theoretical discourse
- Practical discourse
- Metatheoretical discourse
- Metaethical discourse
- Puffery

Chapter 4:

- Media sources
- Medium
- Content
- Audience
- Gatekeeping
- Advocate
- Consolidation
- Convergence
- Media bias

Chapter 5:

- Narrowcasting
- Broadcasting
- Primary audience
- Secondary audience
- Attitude
- Belief
- Belief types
- Audience analysis
- Polling
- Segmentation
- Psychographics
- Geodemographics
- Between-group vs. within-group differences
- Cookie
- Ratings

TEST TWO REVIEW

Chapter 6:

Hue, saturation, brightness
Axial vs asymmetrical balance
Flat vs Chiaroscuro lighting
Apparent, graphic and implied
movement
Framing
Angle
Pose
Virtual reality
Identification
Staging
Editing
Selective representation
Mislabeling
Logo

Chapter 7:

Doublespeak
Dramatism
Negative language
Hierarchical language
Perfection
Guilt
Naming
Spin
Spin control
Terms for order
Electronic eloquence
Synecdoche
Slogans
Pseudoevents
Ideology
Ideographs
Angel vs devil terms
Episteme

Chapter 8:

Value
Mainstream culture

Referent class
Trends
Buzz
Culture scanning
Cocooning
Hegemony
Patriarchy
Consumerism
Multiculturalism

Chapter 9:

Credibility
Source credibility
Image
Message composition
Salience
Spokesperson
Nonverbal communication
Impression management
Image repair
Propaganda
Leaks

Chapter 10:

Reasoning
Claim
Data
Premise
Evidence
Examples
Descriptive vs inferential statistics
Testimony
Warrant
Syllogism
Enthymeme
Narrative
Consistency
Validity
Reliability
Fallacy

TEST THREE REVIEW

Chapter 11:

Motivational appeals
Emotion
Social roles
Maslow's Hierarchy of Needs
Instrumental vs terminal values
Language intensity
Monroe's Motivated Sequence

Chapter 12:

Mediated campaign
Political consultant
Issues
Personalization
Advocacy ads
Attack ads
Contrast ads
Announcement speech
Stump speech
Acceptance speech
Surrogates
Interviews
Photo opportunities
Town hall meetings
Debates
News releases
Struggle
Cause
Reform movements
Revolutionary movements
Expressive movements
Countermovements
Genesis stage
Social unrest stage
Enthusiastic mobilization stage
Maintenance
Termination
Slogans
Image events
Agitators

Chapter 13:

Mass marketing
Reach
Frequency
Clutter
Quantity
Competitiveness
Intrusiveness
Branding
Cross-promotion
Impressions
Product placement
Relationship marketing

Chapter 14:

Attraction
Dominance
Involvement
Compliance gaining
Power
Sequential-request strategies
Open vs closed questions
Primary vs secondary questions
Neutral questions
Leading questions
Conflict
Negotiation

Chapter 15:

Thesis statement
Audience analysis
Stock issues
Organization
Fact
Value
Policy
Language style
Extemporaneous
Vocal cues
Invitational rhetoric

OVERVIEW OF EXERCISE ASSIGNMENTS 1 AND 2

The purpose of the following assignments is: 1) to assist you in thinking critically about what makes a given message persuasive, and 2) to assist you in developing your own persuasive messages.

For both assignments a written document will be created (the second assignment requires a written outline and a computer presentation). **Unless otherwise indicated, these assignments must be submitted electronically** as an attachment **through the WebCT Assignments link for this class** (but not as text embedded in an e-mail). Furthermore, submit all assignments with your name, the assignment number and the date in the document itself, in a standard format such as Microsoft Word or PowerPoint. **Assignments created and submitted in Microsoft Works format will not be accepted.** When you submit the assignment in electronic form, use the following file naming protocol: **LastnameF1.doc** (as in LeBlancP1.doc), where “F” represents the first letter of your first name and “1” represents the assignment number. It is critical that you use this naming convention to avoid confusion and assure credit as each student will be sending multiple assignments in this fashion. When you submit your assignment through WebCT, the timestamp on the assignment submission will serve as documentation for meeting the deadline for the assignment. The assignments feature in WebCT is designed not to accept submissions after the deadline. You will be notified automatically via the e-mail address you provide when your assignment has been submitted. Failure to attach the document will not serve as grounds for accepting late assignments.

For all assignments, special instructions will be posted by 9:00am through the WebCT assignments link. For the Debate assignment, the debate topic will be posted by the beginning of the second week of class. For the Persuasive Presentation assignment, presentation topics will be posted by the beginning of the fourth week of class.

Furthermore, submit all written assignments with your name, the assignment number and the date in the document itself. Students are expected to be prepared to present at the beginning of class. Students will be randomly assigned speaking order. Failure to be present when your name is called will result in a zero for the assignment. For all assignments, **failure to properly follow these general instructions or the instructions for any assignment will result in a ten percent deduction on the grade for that assignment.**

ASSIGNMENT # 1:
Debate

Objective: To demonstrate the ability to find, analyze and present an argument regarding some current policy issue.

Directions: Each student will be given a resolution regarding some aspect of current federal, state or local policy. The student will be required to prepare two two minute presentations, one to affirm the resolution and the other to reject the resolution. The presentation should include evidence in the form of facts and testimony from no less than three independent sources. Each student will be required to create an outline of each argument to be turned in prior to presentation. The outline should include references for all cited sources. Each student, on the day of presentation, will be paired with a classmate to debate the resolution. On the day of presentation, the order of presentation and the side (affirmative or negative) will be decided randomly. The argument in favor of the resolution will be presented first, followed by the argument to reject the resolution.

Criteria for Evaluation:

Alloted time: (2 minutes, -5 pts for < 1:30 or > 2:30, **Stopped at 3:00.**)

I. Outline:

- A. One full-sentence outline for each the affirmative and negative arguments. (15 pts.)
- B. Each outline should be topically organized including citations where relevant. (5 pts.)
- C. Single-space, not less than one full page with one inch margins and .25" indentions. (5 pts.)
- D. Each outline followed by references. (5 pts.)

II. Argument:

- A. The presentation should begin and end with a concise statement of the position. (5 pts.)
- B. No less than three reasons for the position should be given, backed by sources. (10 pts.)
- C. The argument should be organizationally sound. (5 pts.)
- D. The reasoning should be logically sound. (10 pts.)

III. Presentation:

- A. The presentation should be extemporaneous. (10 pts.)
- B. Presentations should be targeted toward a general audience. (5 pts.)
- C. The delivery style should be appropriate to the topic. (5 pts.)
- D. Abusing opponents will not be allowed. (5 pts.)

IV. Instructions followed? (10 pts.)

You are required to submit electronically speech outlines of the form specified on the Outline for a Persuasive Speech. Please see Overview of Exerise Assignments 1 and 2 in the Course Materials Handbook for instructions on how to submit your outlines. Each speech outline should be submitted in advance of the presentation date as specified in the List of Important Dates in the Course Materials Handbook.

ASSIGNMENT # 2
Persuasive Presentation

Objective: To learn the techniques for effective persuasive presentation.

Directions: This public speaking assignment requires research of a current policy issue in the news. This assignment should be focused toward a mixed audience. Therefore, you will research a subject, then organize and present a two-sided persuasive argument about the subject to the class, utilizing current technological tools such as presentation software (see Using Presentation Software in the Course Materials Handbook).

Evaluation of the presentation will be based on these criteria for a speech to persuade:

- I. Allotted time. (3 minutes, -2 pts per :30, 5 pts. total, **Stopped at 4:00.**)
- II. Eye contact. (5 pts.)
- III. Extemporaneous delivery. (10 pts.)
- IV. Dramatic delivery: body and vocal. (10 pts.)
- V. Treatment of topic:
 - A. Citation of sources. (10 pts.)
 - B. Logical argument. (10 pts.)
 - C. Perspective: pro and con. (10 pts.)
- VI. Visual aids. (10 pts.)
- VII. Written outline:
 - A. Organization (introduction, body, and conclusion). (5 pts.)
 - B. Sources referenced. (10 pts.)
 - C. Mechanics: spelling, grammar, etc. (5 pts.)
- VIII. Instructions Followed? (10 pts.)

You are required to submit electronically the speech outline of the form specified on the Outline for a Persuasive Speech and an electronic version of any visual aids you intend to use in your speech. The visual aids should be prepared using PowerPoint, and contain no more than two slides. Please see Overview of Exercise Assignments 1 and 2 in the Course Materials Handbook for instructions on how to submit written materials. Both the speech outline and the PowerPoint slides should be submitted in advance of the presentation date as specified in the List of Important Dates in the Course Materials Handbook.

The presentation should reflect your personal style while achieving the goal of persuading the audience. You must present the material in a manner that can be understood by a general audience. To further assist the development of the presentation, please see the Outline for a Speech and Monroe's Motivated Sequence in the Course Materials Handbook.

USING PRESENTATION SOFTWARE

The purpose of visual presentation is to enhance and not detract from the oral presentation. Expertise is demonstrated through what you know!

All presentations for this course should be delivered extemporaneously. Limit the use of visual aids, including presentation slides, to the bare minimum necessary to get the point across.

1. Choose a template or background that promotes the information to be presented.
 - a. Templates should not be animated, overly busy or contrasty, or utilize sound clips.
 - b. Templates should be light or dark in color to contrast with the text.
 - c. Style of templates should be consistent throughout.
2. Text should be presented in a clear and concise manner.
 - a. Choose a standard, legible font (Times Roman, Arial, Garamond).
 - b. Text should be large enough to be viewed in the back of the room.
 - c. Choose a color which contrasts with the background template (i.e. light color letters with a dark background, or dark color letters with a light background).
Suggestions: yellow text with navy background, blue text with white background.
 - d. The color scheme and text font should be consistent throughout.
3. Content of the presentation should be clear.
 - a. Create a title slide with a title of the presentation and your name.
 - b. Put only one main point per slide.
 - c. Use only well-worded, concise phrases.
4. Use supplemental information sparingly.
 - a. Charts should be self-explanatory and not too detailed.
 - b. Tables should summarize: do not give raw data.
5. Be very comfortable with your presentation.
 - a. Proofread your presentation for errors and readability.
 - b. Practice with your presentation a minimum of three times.
 - c. Do not read your presentation to your audience.
 - d. Use the “Blank Screen” feature between slides.

Finally, be sure to save your presentation on more than one storage device.

OUTLINE FOR A SPEECH

I. Introduction

- A. Statements to arouse attention: _____
- B. Statements to motivate attention: _____
 - 1. Relate the speech topic to the audience: _____
 - 2. Show relationship between speaker and topic: _____
- C. Statements to orient audience to central idea: _____
and to motivate intelligent listening: _____
 - 1. State central idea in a concise (10 words or less), declarative sentence:

 - a. Clarify definitions if necessary: _____
 - b. Cite brief history of topic if necessary: _____
 - 2. Preview your main points in concise, declarative sentences: _____
 - 3. Transition to the body of the speech: _____

II. Body of Message

- A. State first main point exactly as phrased in the preview: _____
 - 1. State first subordinate point: _____
 - a. Provide amplification through examples, analogies, statistics, etc.: _____
 - 2. State second subordinate point: _____
 - a. Provide amplification: _____
 - 3. Restate the first main point and transition to next point: _____
- B. State second main point exactly as phrased in the preview: _____
 - 1. State first subordinate point: _____
 - a. Provide amplification: _____
 - 2. State second subordinate point: _____
 - a. Provide amplification: _____
 - 3. Restate the second main point and transition to next point: _____
- C. State subsequent main points as above and transition to the conclusion: _____

III. Conclusion

- A. Provide a summary by briefly restating the main points: _____
- B. Restate the central idea: _____
- C. Provide a final statement of closure: _____

Note: This blank outline serves only as a reference. Assignments should be typed and submitted electronically according to the general and specific instructions for each assignment as specified elsewhere in the Course Materials Handbook.

MONROE'S MOTIVATED SEQUENCE

- I. Step 1: Attention getting
 - A. Gain attention
 - B. Secure goodwill and respect for yourself as a speaker
 - C. Prepare the audience for the discussion to follow
 - D. Employ strategies to identify yourself with the audience
- II. Step 2: Showing the need
 - A. Provide a concise statement of the problem
 - B. Illustrate with examples that clarify the problem
 - C. Provide examples which demonstrate the seriousness of the problem
 - D. Show exactly how the problem affects the audience
- III. Step 3: Satisfying the need
 - A. State the belief or idea or action you wish the audience to adopt
 - B. Provide the explanations to insure understanding
 - C. Give a theoretical demonstration to show how the solution meets the need
 - D. Show how the solution has worked elsewhere
 - E. Provide support which counteracts the opposition
- IV. Step 4: Visualize the results
 - A. Describe the future results if your proposal is accepted
 - B. Describe the future evils or dangers if the audience does not accept your solution
 - C. Contrast the two by first showing the positive then the negative
- V. Step 5: Request action or approval
 - A. Issue a challenge or appeal
 - B. Summarize by reiterating the arguments
 - C. Use evidence which bears directly on the main theme
 - D. Use illustrations which epitomize the leading issues
 - E. Provide additional inducements with quick examples that induce belief or acceptance
 - F. Give personal intentions or outline plans for action

REFERENCES

The following references are supplemental reading materials for the course. For additional sources, please see the bibliography available through the Student Section at <http://www.hpleblanc.com/>.

Andrews, J. R., & Zarefsky, D. (1992). *Contemporary American voices: Significant speeches in American history, 1945-present*. New York: Longman.

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